



Curriculum In Nursing

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THE aim of all education is to impart knowledge, develop skills and modify and develop suitable attitudes. The success of teaching-learning strategy, therefore, lies in identifying the appropriate knowledge. The curriculum is the storehouse of knowledge, in which all knowledge can be easily found. What knowledge is most appropriate for meeting the objectives of a particular course of study is the task of those framing the curriculum.

The teaching-learning experiences are means by which goals of education are achieved; therefore, teaching-learning experiences should be so selected that they stimulate the critical and analytical thinking of the students because a critical and analytical mind finds its own way of solving the complex problems of mundane living. Since teaching-learning dynamic is the key to open up the lock and lay open the stored knowledge, all learning-experiences should be based on a theory of learning. Unfortunately the selection of appropriate teaching-learning experience based on a theory of learning in curriculum in nursing is given less importance.

The curricula in nursing are mostly subject-centered, stressing more and more on knowledge-component, without realizing much about the importance and relevance of that knowledge in attaining the lofty goals of different courses of studies. As a result students

acquire a vast store of accumulated knowledge without knowing its practical use in professional practice and personal life.

The curricula in nursing give much stress on procedures, but students are not given opportunity to think and reason them out. Learners know very well every step of a procedure but remain ignorant of the why and what of the step because their activities are not based on broad scientific principles derived from physical, biological and behavioural sciences.

In nursing we are experimenting with the suitable and congenial form of teaching-learning experiences. But unless we are clear with regard to the nature of curriculum we should evolve and the knowledge we should impart, it would be futile labour. It is my belief that if the standard of nursing education is to improve, nursing educators should labour hard to sort out the knowledge from various disciplines which is most suitable to nursing and then formulate certain fundamental principles applicable to most situations in nursing practice. Students should be encouraged to learn these fundamental principles and should be free to do the work in the way they think proper. By doing so we will be helping our future generation of nurses to develop thinking and reasoning power in order to help them solve problems of professional and personal life as they arise.

No curriculum can provide all the knowledge available in a particular discipline. Therefore, it is

the foremost task of educators in nursing to transform their passive approach of imparting knowledge to active teaching based on the fundamental principles derived from physical, biological and behavioural sciences.

The development of curriculum should be the collective responsibility of the community, the faculty and the allied professional experts. For the development of a realistic and utilitarian curriculum in nursing, it would be necessary to:

1. find out what the community think of nurses and their functions in relation to meeting their health needs;
2. find out from other members of the health team as to what duties and responsibilities they think nurses should perform in a health team;
3. study the concept of nursing and modern trends in nursing by reading relevant nursing literature;
4. make a clear statement of the duties and responsibilities of different categories of nurses in various settings;
5. find out with the help of the experts in physical, biological and behavioural sciences, what knowledge and concepts of these disciplines will be most appropriate to prepare nurses for the duties and responsibilities they are expected to perform after graduation;
6. arrange so selected knowledge and concepts around some fundamental principles applicable to most of the nursing situations;
7. base this knowledge on a broad foundation of liberal education;
8. allow sufficient freedom to learners in learning and practising the acquired knowledge and fundamental concepts.

It is my firm belief that there is no use to invest time in helping learners master the set steps of various procedures. On the con-

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