

trary students should have full freedom to do the procedures the way they want provided they follow the fundamental scientific principles pre-requisite for safe and

effective practice. By doing so their creative powers will be activated resulting in better ways of doing things than they are being done at present.

Preparation of the Student Nurses

by T. Stephens*

The meaning and scope of Health as well as Nursing is much widened now. Today's nurse has to render comprehensive nursing care. Therefore, she has to be equipped with the knowledge and experience to meet the challenge.

A careful scrutiny of the curriculum adapted in many schools of nursing would show that it is rather inadequate in content. The main handicaps are that students are used for service since they receive a stipend and the schools of nursing are not independent. Another handicap is that many available experiences are not included in the 3-year certificate programme mainly because the school faculty does not feel the need for such total preparation. Thus nursing students are given certificates in general nursing without even seeing a psychiatric clinic or wards. Quiet often they do not even get lectures either in psychology, psychiatry or psychiatric nursing.

Teaching of behavioural and social sciences are conveniently omitted by some of the schools either due to lack of qualified tutors or for want of facilities. The tendency of the many schools is to lay stress on the examination subjects i.e. Anatomy & Physiology, Fundamentals of nursing, Health, including nutrition for part I (at 1½ years) and Surgery, Medicine & Special subjects (Paediatrics, Communicable diseases, Family Planning and Professional trends) for part II (at the end of 3 years).

During the 3-month preliminary training period when a number of hours are available, the required emphasis is not given on

the basic as well as behavioural & social sciences. We often hear remarks by responsible people that students may not cope up with the teaching of the said sciences. Soon after the 3-month period the nursing service eagerly welcomes the students to serve in the wards. Then the students are pressed between the demands of the school programme and that of the nursing service. Often the latter has the way.

Refresher courses and workshops are held for the integration of Public Health and Psychiatric nursing. In many schools Public Health integration is done to some extent but psychiatric nursing is neglected.

Those concerned with the preparation of the students should seriously examine whether the student is prepared adequately to meet the present day challenge. If

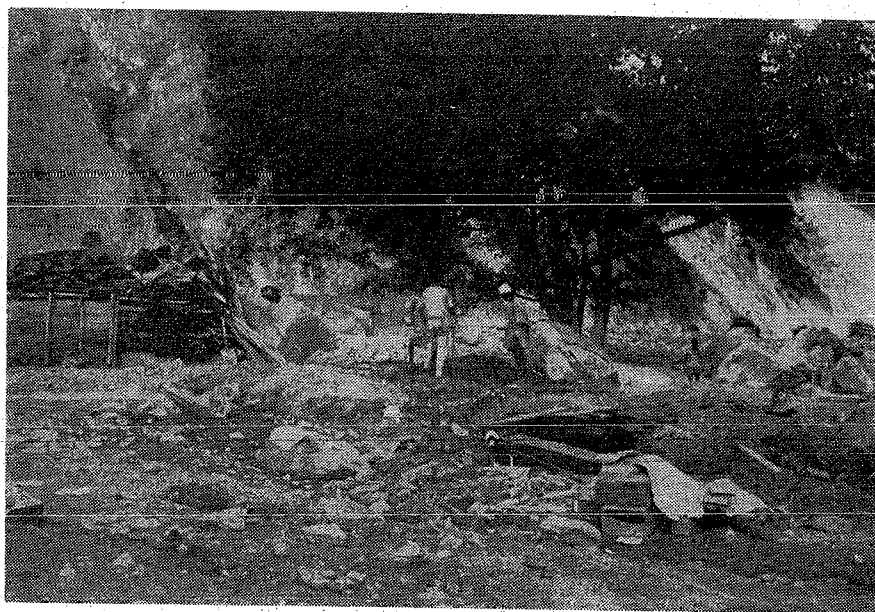
not, they must take suitable steps to make the training as broad-based as possible.

Disaster Nursing— (Contd. f. p. 371)

The fast-moving modern transportation leaves its toll of death and injured. Civil disasters such as riots can leave a trail of suffering humanity. War and its aftermath need no special mention.

All of these vary in degree of suddenness of onset. Persons providing nursing service must be prepared to serve in a variety of capacities and should realise that each disaster situation is different in some respects from every other one. Nurses should be alert to such situations and at the same time recognise their own right to react with the same anxieties and feeling of inadequacy as others do. The demands may be greater and the circumstances unusual. How well prepared are we?

Here is a new sphere of nursing. Nurses must "Step-in" and learn to take up this aspect of nursing. The basic preparation for disaster nursing must form part of the present nursing education in order to equip the nurses to the needs of the present day.



Landslides killed a number of people at Pulbazar

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