

Continuing Education for Nursing Personnel

Dr. (Mrs.) M. DEAN

DURING the Second Quadrennial Conference of TNAI held at Jaipur in October, 1981 the Nursing Education Section decided on a theme 'Continuing Education for Nursing Personnel'. The members of the Nursing Education Section of the T.N.A.I. have taken a challenge of promoting it at the national, state and institutional levels.

Today, continuing education is seen as an integral part of an effective nursing service and education in many parts of the world, though it has been very slow to develop. In some places it has developed by the name of in-service education.

Much of the early writing about in-service education is identified in the nursing literature by the words "staff education". Education for staff nurses provided by the employing agency was first discussed in the nursing periodicals in 1929. Early efforts of staff education in hospitals parallel rather closely to the efforts to upgrade teachers in the schools through provision of inservice training. One of the earliest descriptions of an in-service education programme to appear in Nursing literature was offered under the auspices of the Illinois Training School, Chicago. The programme (1929) was designed for the staff of Cook County Hospital; not only for supervisory, head nurses and general duty nurses, but a special programme was also planned for attendants employed by the hospitals¹.

The exigencies of World War II led to the development of nursing assistants in military hospitals. The training and use of these employees in the 1940s was often haphazard and disorganized. For the most part, the aide learned his job by working with another aide, rather than through an organized training programme. The rapid expansion and new workers' lack of adequate preparation for their job responsibilities generated concern, as was voiced in 1952 by the Joint Commission for the improvement of the care of the patient. In 1954 a nation-wide Nursing Aide In-service Training Project was implemented. Teachers' Institutes were conducted to prepare teachers. By August 1954, 27 regional institutes were held, with 246 teacher-trainers participating. These teachers in turn conducted 480 workshops that were attended by 3,522 instructors from hospitals and nursing homes.² On these very lines of warfooting, we need to launch in-service edu-

cation in our country to improve performance and skills.

Why do we need Continuing Education, Personnel Development, In-service Education Programmes

The belief in the completeness of education provided by training schools and colleges of nursing, is prevalent enough to ignore this vital aspect of personnel development. Charles Judd, as early as 1928, had emphasized the need as follows: "I venture to advocate that the Nursing profession give up the doctrine that a nurse is forever competent because at one time somebody put on her the stamp of approval as a graduate of a more or less adequately equipped training school". He continued "...I am willing to assert that some continuation in training in service for nurses would promote the well being of the nation".³ The major reasons for continuing education in Nursing are the improvement of professional skills and for the development of the person as an accountable and responsible person.

Rapid scientific and technological advances have greatly altered the scope of Nursing practice. With the development of new drugs, certain Nursing procedures are virtually eliminated. Surgery is being successfully performed today on organs that would not even have been attempted twenty years ago. New technological advances demand non-traditional approaches. Not only must medical and Nursing personnel have broader knowledge and understanding to make rational and humane decisions, they must be able to work with family members, community and non-professional committees. New and different skills are required for effective decision making.

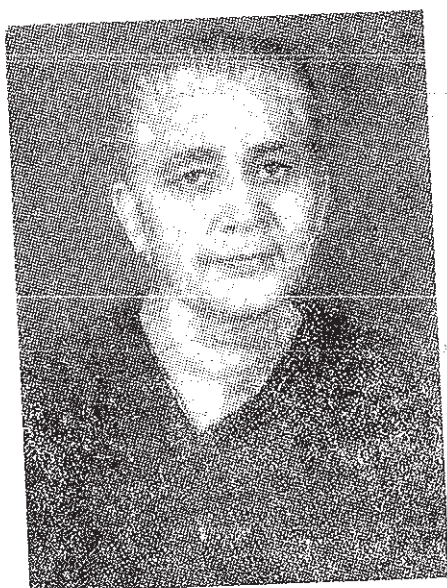
Today, the all purpose nurse appears to be the demand of the health care system. The new graduate is expected to function as a polished practitioner in any setting as soon as she leaves the School of Nursing or College of Nursing. Too often, positions in Nursing are filled by inadequately prepared personnel by seniority and promotion. Examples are many in every area of Nursing practice: Nursing Superintendents, Assistant Matrons, Nursing Sisters, Community Health Supervisors and even Teachers of Nursing. Short courses, Workshops, Conferences, Education activities in the area of orientation, skill training, leadership development and on-the-

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NURSING WORLD

Sr. Alexander for Kampuchea



Sr. Pauline Alexander

SISTER Pauline Alexander left India for World Vision in South-East Asia on October 10, 1982 after meritorious service in the field of nursing. She took premature retirement to do this job in Kampuchea.

Trained in Clara Swain Hospital, Bareilly as R.N.R.M., she was sent to M.M.C. Hospital, Vellore

to do her Sister Tutor Course. Completing the course she returned to Clara Swain Hospital, to work as a Tutor. After working for 6 years as Tutor she was awarded a Church Scholarship to go to Syracuse University where she did her B.Sc. in Nursing Education, returned and worked as Director of Nursing Education. While planning to do her M.Sc. in Nursing education she got a call from Fiji Islands to work there as a Sister Tutor. She was torn between two choices. As helping others is first in her life, she chose to go to Fiji Islands where she worked for 4 years. Returning to India she came to Delhi and, since then, was working in St. Stephen's Hospital as a Community Health Nurse (P.H. Tutor). She is an excellent midwife and Tutor.

She was given a very touching farewell by the entire staff. Our dear Sister has finished her active service in India. When she returns, she will take rest and do social work in her home town. May God bless her wherever she is. Her address is: C/o World Vision, Singapore, Room 3H 06B, International Plaza, 10, ANSON Road, Singapore 0207.

A Student.

Obituary

Miss Induben Makwana, Nursing Tutor, Irwin Group of Hospitals, Jamnagar passed away on October 28, 1982. Her accidental and sudden departure

gave all extreme shock.

She was an ideal teacher and had devoted her total life for practical nursing teaching to numerous student nurses of this Institution. She was a Life Member of TNAI.

She took her General Nursing & Midwifery Training at this Institution from 1968 to 1971, served as a Staff Nurse even at this hospital. After a bright and honest service of a Staff Nurse, she took Diploma in Nursing Education at R.A.K. College of Nursing, Delhi in 1976. Since then she was Nursing Tutor at the School of Nursing, Jamnagar till her death.

On October 29, homage was offered with prayer by a large number of staff and student members. May her soul rest in peace.



Mrs. Induben Makwana

Continuing Education

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job training, if conducted at the national, State and institutional level will assist them a long way in discharging their responsibilities more effectively.

Needless to say, administrative support, policies and practices are important for the success of such a venture in an institution. The value of in-service education and appointment of In-service Nurse Educator can be weighed in terms of better patient care and community services. Also, at the national and state levels our profes-

sional association needs to organize such programmes for various levels of Nursing personnel.

Let us meet the challenge by offering opportunities to our members to keep up their knowledge, skill and expertise in their area of work.

References

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2. Griffin Margaret, 'Teaching by the Thousands'. Nursing Outlook. 4:8:462, 1956.
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THE NURSING JOURNAL OF INDIA