GROUP THESIS

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sonnel, having an equal number from the administrative and educational side.

2. The system of education of the students needs to be improved considerably. The Block System of education should be introduced in all the schools of nursing. In this way students are relieved of nursing responsibilities in the wards for varying periods yearly, and during this time receive the greater part of their theoretical training. This method, or some modification of it, is necessary because it makes tuition for the student more effective and also simplifies administration in wards. In small hospitals the *Study Day System* has proved an acceptable alternative to the Block System.

3. **Wards** : There should be a good layout of wards and annexes—this improves service and helps to save labour. The equipment and linen should be adequate for the number of patients. Pressure of work due to non-nursing duties can be reduced by employing ward house-keeping and clerical staiff.

4. Class rooms need to be well equipped with all the necessary material required to meet the modern education of students. A well equipped library and laboratory must be a part of the school.

The responsibility for the students' total educational experience primarily rests with the staff of the school. The progress and success of the educational programme depends mainly upon the adequacy of the members of the faculty. The school staff need to be fully developed people with knowledge and skill, high principles, right attitudes and sense of values in relation to people and nursing. They must be skilled practitioners of comprehensive health teaching and nursing care in hospital and in the community and have a sound understanding of the principles of education, curriculum development and the needs of adolescent students. "No doubt the teaching staff is one of the most important factors in the success of the school. The competent faculty is everywhere accepted as an evidence of the strength of the educational institution. The success or failure of the school is directly dependent upon the effectiveness of the teachers. More especially is this true in the profession of nursing since so much of the student's educational experience is dependent upon the wise and competent guidance of teachers who bear the responsibility of guiding the young students towards personal and professional competency".

Considering broadly, the curriculum of nursing which includes all the planned learning experience of the students, it is important, that the teacher selects, stimulates, directs and evaluates in accordance with the objectives of the school. "The curriculum in the nursing school includes organised instruction and clinical experiences. The organised instruction is of two types. The formal planned classes, usually referred to as class room instruction and the planned clinical instruction and experience".

After the planning of the curriculum, in which service staff may play their part, the responsibility for the class room teaching as such, rests entirely on the staff of the school, and so also may be planned clinical ward sessions. The responsibility for clinical experience should be shared by teaching and service staff. It is gained in wards, departments and primary health centres and these places should provide sufficient satisfying learning situations. These must not be left to chance but must be planned for, and recognised. Experience, if meaningful is the best teacher and may make a deep impression on the student. Knowledge gained through experience is generally remembered. It is the responsibility of the school staff to see that wards and community areas used for clinical teaching are suitable and that the patient never suffers because the student must be taught. A constant ward complement of nurses is necessary, special consideration being given to those wards that are consistently heavy and exacting. The best method is probably the team approach—giving the total comprehensive nursing care of a small unit to a mixed group of trained nurse, student and auxiliary. Undoubtedly what needs to be done in almost every hospital is to increase the percentage of trained staff in the wards at least up to the Indian Nursing Council requirements. Experience in this and other countries shows that this quickly results in improved teaching and supervision. This removes unnecessary strain from students so that they are free to learn from both routine and less usual nursing matters which occur in the ward.

If nursing care in the ward is of poor quality, nursing education is hampered more than when formal teaching is omitted—*without good nursing care, good nursing education is impossible.* No clinical field is a suitable place in which to learn nursing unless good nursing is practised there.

If both good administration and a planned ward teaching programme are to be achieved in the ward, one of the two general arrangements needs to be made. First, the ward sister may have the responsibility of both the administration and teaching and be given assistance to carry the extra work load. The other arrangement provides a clinical instructor who has the responsibility of student supervision and teaching.

The ward sister plays an important role in giving clinical experience to the students. Many sisters say that they do not find time for teaching, but some claim that reorganisation of ward routine and the full use of ancillary workers can do much to give them the time to teach. It must never be forgotten that teaching by example goes

on all the time, and ward sisters are constantly being watched by the student nurses. The sister's attitude towards the patients and to her work generally, is continually noticed and the examples set will not be easily forgotten.

"As a teacher the ward sister has a number of advantages or potential advantages over any other person. It is likely that if we were to study the problem of 'where does the nurse learn'—meaning effective learning, not simply where she is taught—the answer would prove to be overwhelmingly 'In the Ward'. Here the nurse is faced with real and meaningful situations. She has a powerful wish to learn, because she wants to be able to give good, competent nursing care to her patients. She also has the opportunity to put into practice her knowledge. In the ward her learning can be assessed by observing her altered behaviour."

To the student, the ward sister's teaching is all the more impressive and noteworthy because she, the ward sister, is herself responsible for the total nursing care of the patients in the ward. "It is appropriate to point a parallel with medical education where no doctor teaches clinical care unless he is himself responsible for patients. Consultants are extremely reluctant to teach on other men's cases."

"If the administration and the doctors show an active interest in the ward sisters teaching, then this function shoots up in her list of responsibilities and we hear much less of 'no time to teach'. A ward sister would then continue to teach a student nurse, rather than leave her to accompany a doctor on a round, and the doctor will accept this if the importance of the nurse receiving proper clinical teaching has been put to him in a convincing manner, backed up by the support of those in overall administrative control."

The ward sister, from many points of view, is in a very strong position as a teacher. She can for example bring the doctor, the physiotherapist, the medico-social worker and other specialist staff into the teaching of the student nurse in a way which would be difficult for any one else.

To be effective as a teacher the ward sister must learn something the character and ability of each nurse. This means that she must be painstaking and observant in order that she may find the best channel through which to reach the students and encourage their self-expression.

"In the matter of discipline, it is as well to remember that this is essential wherever people work together and whenever they set out to accomplish anything. What is not always realised is that discipline at its best is an individual's adherence to sensible ways of behaviour and not a force superimposed by some one whose position makes it very easy to dominate."

Where intelligence is encouraged, the ward sister may safely go for her holiday or day off, confident that in so far as the students and nurses are concerned, the ward will continue to run smoothly.

The ward sister as an administrator is responsible for the smooth running of the ward as well as the educational progress of the student nurses. Florence Nightingale wrote "Good nursing may be spoiled by one defect *viz.*, by not knowing how to manage—that, what you do when you are there shall be done when you are not there."

There should be regular conferences between the school staff and the nursing administration in order to evaluate the educational programme, nursing services and the clinical practice field. This sort of conference stimulates better relationship and helps to improve the overall services. It also encourages research into new techniques in nursing education and service.

In order to maintain a good standard of nursing care to the patients, the faculty should keep the administrative and ward staff informed of the different periods in the course when the various procedures and techniques are taught to the student nurses in the class room, so that no nursing duties are assigned to students who have not yet received the theoretical instruction. Good use of the chartbooks could help this situation.

What resposibility have the tutors for the patients' care ? The responsibility of the tutor for the patients care is largely dependent on how she plans her curriculum. The underlying principle of planning a good curriculum is the right choice of learning experiences to achieve the purposes for which the school exists.

The purpose of the school is to develop students as thinking individuals equipped to take their places in the community as health promoters, as members of a growing professional group able to give sound health teaching and comprehensive nursing care, both in hospital and the community. It is here through the students, that the responsibilities of the tutor for the patients' care lies. It is obvious that if the nursing programme is to be truly educational and if at the same time the patients are to be protected against errors, student nurses must be supervised at all times during their practice. This does not unnecessarily mean that at all stages of their development there must be a qualified nurse constantly with the students. It does however mean that whenever there are students in a ward for clinical practice, there must be guidance near at hand, whether this be through clinical instructors or a senior member of the nursing staff.

Since our ultimate aim is to educate a professional worker equally able to work in hospital or in the community, to promote health, prevent disease and care for the sick, we must be able to select individuals with good basic education, physically fit and with an aptitude for work with people, prepared to use to the full opportunities provided for them and to assume responsibility in whatever field they may be called upon to work. The important task of helping young developing minds to grow, calls for dedicated staff, not only in the school, but in the clinical fields of hospital and community service. The aim of all who are connected with students must be basically one, to equip them as professional workers with the necessary knowledge, skills and attitudes, and to aid their personal growth of body, mind and soul.

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