

GROUP THESIS

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individual in his own way. It is a first essential that the nurse understands the diversity of patterns and responses and is willing to fit her care and teaching to the situation, remembering that human behaviour retains its mysterious qualities in spite of all that has been learnt about it. Any statement of human needs should take into account the fact that a given type of motivation may be stronger in one man than in another and that needs many wax and wane in the same person. For example, the longing for human approval and affection which is bound up with procreation has proved stronger in some lives than the desire to survive; another example of the dominance of one need over another is seen in situations in which men and women have risked the security of food and shelter to perform during exploits.

Human needs are satisfied by infinitely various patterns of living. This means that the nurse can never fully interpret or supply all another person requires for his sense of well being. She must accept the fact that her ability to assess another's need is coloured by her own ideas of what constitutes health, recovery from disease or a good death.

Only in highly dependent states such as coma or extreme prostration, is the nurse justified in deciding *for*, rather than *with* the patient, what is good for him. The capacity for feeling kinship with the person she is serving is characteristic of a good nurse. If she is to feel imaginatively with a person she must have a listening ear and be sensitive to non-verbal communication. A person will express his feeling in all sorts of ways other than by words, through his silence, his expression, his movements. It is an art to use observation so unobtrusively that it does not interfere with the development of a natural

constructive nurse-patient relationship. The nurse's own self-awareness is important in affecting her ability to understand, and thus her capacity for fulfilling the demanding functions of the nurse.

Viewed as a service for meeting human needs, basic nursing care is universally the same because all people have common needs, but in working it out it is for ever varied, because each person interprets the needs individually.

The basic needs that the nurse must attempt to meet exist regardless of the diagnosis, however they are modified by it. To an ever greater extent basic nursing is affected by certain symptoms or syndromes such as coma, delirium, mental depression, dehydration, shock, haemorrhage, motor-helplessness, marked disturbance of body fluids or acute oxygen want. The nursing needed by the individual is affected by age, cultural background, emotional balance and his physical and intellectual capacities. All of these should be considered in the nurse's evaluation of the patients need for her help. Even though two patients have the same diagnosis the nursing needed by an infant and a man of 60 are quite different, basic nursing of a 16 year old boy who is about to have an amputation of an arm is considerably altered by his being retarded or gifted. In the same way in the community the care needed by a young ante-natal mother who is the centre of interest in a loving family, is quite different from that needed by a young woman whose husband and family have forsaken her.

Has our students' educational programme arrived at a satisfactory balance between theory and practice?

Today we live in a world where medical and surgical knowledge is

increasingly affected by technological change and as tutors we are concerned with covering a syllabus which is more comprehensive and extensive than ever before. There is considerable theoretical, technical knowledge for the student to assimilate at the same time with deeper understanding of the unique function of the nurse, the need for better preparation in the fields of psychology and sociology is being increasingly recognised. On both counts we need to ask the above question, does our curriculum strike a right balance between theory and practice?

We must reconsider our aims and objectives and see whether we are meeting them.

The School of Nursing endeavours to develop a nurse according to Ole Sand:

1. Who is a mature, adjustable person, capable of directing her own life, assuming responsibility for her own actions, and accepting her responsibility as a contributing member of a social group.
2. Who is professionally and technically a competent person possessing an understanding of the physical, biological and social sciences and the humanities essential to effective nursing practice; and skilful in meeting the nursing needs of the individual and community for care during illness and conservation of health.
3. Who is a responsible, professional person, as an individual, and as a member of the health team, maintaining effective interpersonal, and interprofessional relationships.
4. Who is a responsible citizen capable of accepting her role as a contributing member of society and able to interpret her profession and professional activities to the community.
5. Who is a creative individual capable of making her unique contribution to the improvement of nursing, accepting responsibility for self-directed activity towards her own established goals."