

Preliminary Education for Nurses.

PRELIMINARY TRAINING AT FARRAND TRAINING-SCHOOL.

In the spring of 1903 a modified preliminary or preparatory course of three months was begun in the Farrand Training-School for Nurses, Harper Hospital, Detroit. It has been thought out and planned, to meet the needs and conditions of that particular hospital. The plans seem so practical and the work done in the preparatory department so thorough, that we commend them for consideration to any of our readers who may be getting under conviction along the line of preliminary training.

About thirty candidates are required each year to fill the places of the graduating nurses. The graduating exercises are held annually in May, and about four months before these exercises are to take place the first section of the probation class is received. If the full number of thirty could be received at once it would be desirable to have it so, but this has not been practicable owing to lack of rooming accommodation for so many. These fifteen candidates are notified to be present on a given date, and the candidates on an emergency list are notified to be in readiness to come on short notice to fill the places of those who are unsuited for the work. The weeding out is begun in the first week and continued, as experience and wisdom dictate, during the six months' probation. The course outlined for this class includes both theory and practice. Before any classes are held, each candidate is interviewed individually by the principal, and the responsibilities of the work impressed upon her. The disagreeable duties of hospital life are put before her, the need of constant self-sacrifice, the night duty, the unpleasant features of the contagious ward work and the necessity of personal neatness, economy, &c., are emphasised. During this interview her mental measurements are taken, and her attitude towards the work noted. A test of education is made in a class in dictation and spelling. Before real study begins two introductory classes are held by the principal, during which the relation of the probationer to the hospital, its officers, the heads of departments in the training-school, to the nurses, internes, and to each other is explained so that they know what is expected of them from the beginning, and are not left to acquire the knowledge second-hand or accidentally. The rules are read and explained, and a copy given each pupil, so that no one can say later on that she did not know such a rule existed. The highest ideals are placed before them, both in personal character and work.

Then the class is taken in charge by a supervising nurse and given a lesson in bed-making, their own beds and room being used as a practice ground. This lesson on simple bed-making, which includes a great deal, is repeated as often as neces-

sary, and later the special methods required for preparing beds for special cases are taught. The chapters on bed-making in the text-book are given them for study.

One special feature of the methods employed that must commend itself to every practical person, is that careful selections are made from the text-book of the theory bearing on the practical work they are being taught. The wisdom of this plan, rather than pursuing the routine of any text-book, is apparent. The whole aim of the course is to fit them to be capable and reliable when they are placed on duty in the wards—not to fill their minds with a specified amount of theory from any text-book. The important thing for that hospital and for them personally is that they have right methods of doing their work, and understand the reason why such methods are necessary.

Besides the classes held in practice in the morning, a certain portion of each afternoon is taken up in teaching anatomy, physiology, hygiene, selected portions of the text-book on nursing, elementary lessons in bacteriology, dietetics, and as much of materia medica and medicine as they will need to know to begin work in the wards under supervision. The marking and listing of patients' clothing, and also their own clothing, is given them to do in a class. They are taught where not to mark, and where to mark each garment, and with what kind of ink the marking must be done. A uniform method of marking all clothing is employed, which greatly facilitates sorting clean linen. Proper methods of sweeping and dusting are taught early in the course, also the care of rugs, rooms, flowers, &c., and opportunity for practice is afforded.

With the present class a lesson in making solutions was prefaced with a test in arithmetic, when they were required to find the amount of drugs used to make solutions of given strengths. Several problems were given them to work out before next class. The practical lesson was a demonstration of the special methods used in making and labelling solutions for Harper Hospital. The chapter on solutions in Hampton's text-book was given them for study. A lesson on baths was given on a little girl patient who was not very ill. The various steps in giving cleansing and special baths, how to manage helpless patients, how to protect the bed, and also the table or chair on which the basin is placed, how to give an alcohol rub, and the effect of alcohol on furniture, was included in this lesson. The care of bath-rooms, the daily care of urinals, bed-pans, and ward appliances, the keeping of linen closets in order, and the various duties that are included in a nurse's work, apart from the actual care of the sick, are taught, and gradually a portion of this work is assigned to them each day. At the end of about two weeks they are able to relieve the regular nurses of most of this purely mechanical work. One result of this is that more

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