

was an attempt to bring together in usable form certain principles, methods and materials which might serve as a guide to nursing schools in the construction of their own curricula. From these recommendations each country or school could select according to its needs.

Steps Taken in Preparation of Report.

The steps taken in the preparation of the Report were as follows:—

(a) The Committee on Education first discussed plans for this curriculum study, undertaken at the request of the International Council of Nurses, at Helsingfors in 1925.

(b) The first Draft was made and discussed at the meeting in Montreal in 1929.

(c) The Report was circulated, discussed and amended from criticisms in suggestions at Paris in 1933.

(d) The Chairman of the Committee on Education, by means of a travel grant from the Rockefeller Foundation, obtained opinions from nursing schools in ten European countries and later from schools in Canada and the United States of America, and has incorporated in the Report material obtained from conferences with leading nurses.

(e) The Report in its present form has been slightly adjusted to suggestions by the Chairman, who has largely accepted responsibility for the preparation and presentation of all the material.

Miss Gullan drew attention to the trends enumerated in the Report as definitely influencing programmes of study.

These are:—

(a) More thorough teaching of basic sciences and a definite effort to relate these to the teaching of nursing practice.

(b) More emphasis on the social and economic aspects of nursing, and on personal and community health.

(c) More study of human nature, normal and abnormal, with particular emphasis on mental hygiene.

(d) More attention to normal children, child management, children's diet, behaviour problems, etc.

(e) More knowledge about the home and family life of people, their standards of living, and how to improve them.

(f) More emphasis on certain diseases which are especially important in public health work, for example, tuberculosis, venereal diseases, cancer, mental diseases, etc.

(g) More emphasis on the teaching functions of the nurse.

(h) More concern with the nurse's own health and the enriching of her personal life.

(i) Less time given to the repetition of activities which are of little relative importance in nursing, in order to allow more time for these elements which are now lacking or which do not receive sufficient emphasis.

The next points in the Report to which Miss Gullan drew attention were the definitions of the terms "Education," "School of Nursing" and "Student Nurse." These definitions will well repay careful study.

She next referred to the "First Steps in the Building of a Nursing School Programme," as defined in the Report, *i.e.*:—

"The programme should include the subjects and experiences which have been found essential for the practice of nursing in any country, but it should not be expected that nursing schools should all follow one set pattern. Every school should be encouraged to go beyond minimum requirements and to develop the best programme it can, provided the minimum standards are met."

"The programme of experience and subject matter should be based on the present and probable future needs of the student in the practice of her profession, and not primarily on the immediate needs of the hospital for getting work done. The programme of training should concentrate definitely on those elements which are of greatest value in the nurse's service to the patient and to the public."

"A proper sequence of theory and practice should be planned for all students, so that all will have, as far as possible, equal opportunities for a full well-rounded preparation in the essentials. However, there should be sufficient flexibility in every curriculum to make it possible to adapt it to individual differences in ability and educational background."

"The Committee recommends that 20 years should be adopted as the minimum age for admission to nursing schools."

The types of duties in the general practice of nursing are itemised. (It is pointed out that this cannot be done with exactness because the situations in which the nurse functions are of infinite variety, but in spite of national and local differences the variations in basic functions are comparatively slight.) The special traits desirable in the professional nurse, and the standards which should be recognised for the trained graduate nurse or professional nurse are also discussed.

Definition of the term "Trained Nurse."

Miss Gullan then drew attention to the definition by the Committee on Education of the term "trained nurse," according to current standards and conceptions of nursing education and general nursing practice.

"A trained nurse is a person of good general educational and cultural background, who has satisfactorily completed a systematic professional preparation of approximately three years, as a full-time student in a recognised school of nursing, who has met the requirements for registration in the country or state in which the school is located, and is eligible for membership in the professional nurses' association of that country."

The Programme of Education.

"The programme of education which leads to the professional diploma of trained or graduate nurse, should include a well-organised course of instruction in the scientific, technical and social aspects of nursing, with a closely correlated programme of practical experience in hospitals, out-patient departments, and other health agencies of recognised standing which provide the number and variety of cases necessary for experience in all the common classes of disease found in the country in which the preparation is given. This experience should be so organised and supervised that each nurse will be prepared to give competent nursing care to patients of both sexes and all ages. In the case of women nurses this should include maternity patients. Nursing care is interpreted broadly to mean nursing of the mind as well as the body, and disease prevention as well as care in sickness."

Facilities and Conditions Necessary for a good Nursing School Programme.

Under this heading are discussed:

(a) *The importance of an adequate teaching field.* "Since hospitals are maintained primarily for charitable and not for educational purposes, it is necessary that special efforts should be made to secure for student nurses not only a good educational equivalent for their services, but such education and training as will adequately prepare them for the ordinary demands of the field in which they will later be occupied."

(b) *Clinical Material.* "The Committee on Education recommends that facilities for experience in medical nursing, surgical nursing (including gynaecology) children's nursing, and obstetrical nursing (as distinguished from midwifery) should be regarded as essential in the establishment of a good school of nursing. Because of the demands of the public health field and the rapid increase in mental diseases, it is strongly recommended that, in addition, facilities for a definite period of experience in communicable disease nursing, and in the care of mental

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