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SYLLABUS
of Subjects for Examination
and
RECORD of Practical
Instruction and Experience
for the Certificate of the
Nursing of the
MENTALLY SUBNORMAL

1970

REPRINTED 1974

The **GENERAL NURSING COUNCIL** for **ENGLAND** and **WALES**
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The General Nursing Council for England and Wales

Syllabus of Subjects for Examination
for the Certificate of the Nursing
of the Mentally Subnormal

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Name of student nurse

Date of entry to training

Index number

Notes on the Syllabus of Training for Nurses for the Mentally Subnormal

In compiling this syllabus of training for the student nurse in hospitals for the mentally subnormal the Council has had in mind the need to provide a training which will give a comprehensive insight into, and an understanding of, the problems of the mentally handicapped and to prepare the student for the duties which a nurse is called upon to perform in the care of the mentally handicapped.

Medical progress, socio-economic advancement and the greater integration of hospital and community services will engender changes in patterns of care of the handicapped members of society. The syllabus seeks to ensure that the nurse is fully conversant with all aspects of the care, education and training of the mentally handicapped both in the hospital and in the community. It is set out in broad terms to permit interpretation and adaptation necessary to meet changing needs.

The selection of the syllabus content has been based on the principle that all subject matter should be capable of being integrated with, and applied to, the total nursing care of the patient. It is stressed that the various sections are not separate subjects, but related fields of study in which students prepare to undertake their roles in the care of the mentally handicapped. Topics given under separate headings are not offered as comprehensive lists, but as guidance to studies which should vary in depth and extent in accordance with a subject's significance within the structure of the syllabus and relevance to the students' future responsibilities.

The syllabus covers four broad fields of study:—

- (i) a systematic study of the human individual.
- (ii) concepts of mental subnormality and the nursing, teaching, training and treatment of the mentally handicapped including the legal and administrative aspects.
- (iii) fundamentals of community care.
- (iv) the nursing of bodily disorders commonly associated with the mentally handicapped.

It is intended that these four main streams of learning should be unfolded side by side during the three years of training. It is essential that the theoretical preparation of the nurse must throughout be closely related to the practical aspect of the nurse's work in a hospital for the

mentally subnormal and in the community. Throughout the training the psychological, social, educational, rehabilitative and physical aspects of the care of the mentally handicapped should be developed, elaborated and integrated.

Approaches to teaching will be various, but the total amount of time allocated for study days or blocks will not be less than 120 days, and not more than 140 days, inclusive of a 30-day introductory course, during a 3-year period of training.

Although emphasis is rightly placed on the role of the nurse in the education and welfare of the mentally handicapped, the need for understanding of the physical functions of the body and physical care has not been overlooked. In order, too, to give the nurse confidence in undertaking total care of the patient, some special physical nursing procedures are included in the syllabus.

The systematic study of the human individual (Section 1) is intended to provide a framework of knowledge which will enhance the student's understanding of subsequent sections of the syllabus. Emphasis should be placed upon the relationships between functions, disorders, and the involvement of mental, social and physical handicaps.

The purpose of the new subject of social biology and related aspects of sociology (Section 1) is to provide an introduction to man in relation to the society in which he lives and to the customs and practices of that society.

A section on preparation for management has been included; this should be taught at an elementary level with a view to preparing the student nurse for the responsibility of a senior student nurse and newly qualified staff nurse and to form an introduction to subsequent management courses.

The aspects which should be included are those of ward management, organisation of work communications within the ward and with outside agencies concerned with the care of the patient, and the nurse's role in teaching nursing skills.

Wherever possible the term "mentally handicapped" has been used throughout the syllabus instead of "mentally subnormal" in anticipation of a possible change in legislation. Where the reference is a legal one, however, the use of "mental subnormality" and "mentally subnormal" has been retained.

THE SYLLABUS

SECTION 1

AN INTRODUCTION TO THE STUDY OF MIND AND BODY

(1) Human development and human behaviour within the family and society

Growth and development of the child.
Mother, child and family relationships. Need for security and love.
Effects of separation from mother; rejection and over-protection.
Rivalry and jealousy.
Intellectual and social development during school years.
Physical and emotional changes during puberty and adolescence;
attitude towards sex, family and the community.
Attainment of maturity; responsibility, integration of personality.
Control of behavioural responses to emotion. Occupational and social relationships in adult life. Marriage and parenthood.
Adjustments to middle-age and old age. Physiological and psychological changes.
Reactions to occupational responsibilities; children's independence.
Retirement, decline in mental and physical capacity.

(2) Introduction to psychological concepts

Concepts of emotion and behaviour. Needs and drives; influence of heredity and learning; effects on behaviour. Abnormalities of emotion and behaviour.
The psychology of individual differences. Personality traits and types. Methods of psychological assessment of personality characteristics. Abnormalities of personality.
Perception. The organisation of perceptual experience. Varieties of perception. Abnormalities of perception.
The psychology of learning. Types of learning (conditioning, rote learning, insightful learning). The laws of learning and memory. Learning and memory disorders.
Concepts of intelligence. Influence of heredity and environment. Reasoning and problem solving. General and specific intelligence. Methods of assessment.
Abnormalities of intellectual functioning.

Applied psychology. Remedial education. Behaviour therapy. Industrial psychology.

Clinical psychology.

Reaction of individuals to the patient's and family's psychological disturbance (guilt feelings, anxiety, rejection, etc.).

Unconscious mental activity. Dreams and symbols. Nature of emotional conflict. Mental defence mechanisms and their relationship to personality disorder and mental symptoms.

(3) Human Biology

Attributes of living organisms, with special reference to man.

Interaction between living organisms and their environment.

The living cell as a unit of life.

Genetic basis of heredity.

Chromosomal development in relation to subnormality.

How the human race is reproduced. The functions of the male and female reproductive organs.

General structure of the human body; position and relationships of principal organs.

Relationships between form and function.

How the body moves; the skeleton and its functions; joints and muscles and their functions in relation to movement (no detailed anatomy is required).

Circulation of the blood; how this is carried out and why.

Composition and function of the blood.

Respiration; how this is carried out and why.

Why the body needs food and fluid, and how these are used; fluid balance.

Principles of nutrition; basic requirements in infancy, childhood and adult life.

Elimination; how the body disposes of waste; functions of the skin and urinary system.

Control of activity by the nervous system and hormones.

The effects of emotional states on physical states.

How emotion can affect the functions of the skin, muscles, heart, lungs, bladder and alimentary system.

The reaction of the nervous system and endocrine glands to emotional stress.

Appreciating our environment: the senses of sight, hearing, smell, taste and touch.

SECTION 2

CONCEPTS OF MENTAL SUBNORMALITY NURSING, TEACHING, TRAINING AND TREATMENT OF THE MENTALLY HANDICAPPED

(1) Introduction

Outline of the history and background of nursing with special reference to the nursing of the mentally handicapped.

Outline of the Mental Health Service.

The Hospital for the Mentally Subnormal, its various departments and functions.

Objectives of care and training.

Personal qualities and attitudes required of the nurse in the care of the mentally handicapped.

Standards of ethical conduct.

Relationship between the nurse, the patient and his relatives.

The role of the nurse in the team; relationship with hospital and community workers.

(2) Concepts and nature of mental subnormality

Aetiology:

genetic, metabolic and cultural factors; pre-natal, natal and post-natal causes.

Handicap assessment and continuing assessment; history, examination, observation, diagnosis, prognosis.

Clinical syndromes:

Chromosomal anomalies.

Metabolic and endocrine conditions.

Other genetic conditions.

Mental subnormality associated with congenital malformations of the brain and skull.

Mental subnormality associated with neurological disorders.

Infections and intoxications of the nervous system.

Behaviour and personality disorders.

Relationship between mental subnormality and mental illness. The common forms and symptoms of other mental disorders.

(3) The Mentally Handicapped in hospital

Creation of family atmosphere in the ward.

Fostering confident relations between nurse and patient.

(4) Social Biology and Related Aspects of Sociology

Evolution and development of societies.

Nature and problems of rural and urban societies, e.g. inter-group tensions and crime.

Development of attitudes towards cultural and sub-cultural groups, employment, management and leisure, personal and social health. Effect of cultural, social and economic background on attitude formation.

Codes and conventions. Influence of current world problems, scientific and technical advances on society.

Development and consequence of agencies of persuasion, e.g. mass media.

Changes in class structure, social mobility and educational opportunity.

Human beliefs including religion; changes in social significance and organisation.

Social psychology. Social and cultural influences on personality development.

Dynamics of group behaviour, interpersonal interaction in groups, motivation and meaning of group behaviour.

Social and cultural factors in psychiatric illness.

Effects of admission to hospital on the individual and family; separation from the family, work and community; social, economic and domestic difficulties.

(5) Psycho-physical disturbances and physical illness

Main groups of disorders.

Psychosomatic conditions.

The effects of illness upon behaviour.

Infection by micro-organisms, congenital conditions, deficiency diseases, injury, new growths, degenerative changes.

The causes, signs, symptoms, course and treatment of diseases, including injuries, commonly associated with mental subnormality.

(6) Preparation for Management

Principles of management.

Principles of teaching.

Communications.

Habit training; instruction of children and severely subnormal adults in techniques of dressing, washing and feeding themselves; control of bowels and bladder; personal tidiness and cleanliness. Special encouragement of good physical, social and moral habits; monetary and other awards.

The nurse's part in educational training; principles of and apparatus for teaching the subnormal and severely subnormal; play therapy, sense training and co-ordinated exercises.

The role of the nurse in occupational training; general principles; choice of suitable occupations; industrial training; ward and domestic occupation; utility departments.

Recreational and social training; play, excursions, concerts, dancing, swimming, games, and other entertainments; group participation; holidays.

Management of various behaviour patterns including those shown by withdrawn, isolated, overactive, destructive and aggressive patients; prevention of self injury. Accompanying patients.

The active role of the nurse in psychological methods of treatments; psychological aspects of occupational, recreational and social therapy; individual psychotherapy; group therapy; the art of listening; relief of emotional tension; counselling.

The nurse's part in current physical methods of treatment, including physiotherapy, remedial surgery, speech-training, and electroconvulsant therapy.

The nurse's part in habilitation; parole, leave of absence, suitable employment training centres; after-care; out-patient clinics.

The nurse's part in assessing patients for discharge to the community.

(4) **The mentally handicapped in the community**

Schools for the mentally handicapped child.

Home teaching of the mentally handicapped.

Role of the nurse in the training of the mentally handicapped in the family setting; teaching the family techniques of habit and social training; responsibilities regarding support of the family and meeting the needs of the mentally handicapped individual.

Day centres; junior and senior training centres.

Industrial training units and sheltered workshops.

Choice of suitable employer and employment.

Consultative role of the nurse and co-operation with social and field workers regarding the patient, the patient's family, hostel staff, the

employer and the local authority; the use of social services including family planning and marriage guidance.

Problems facing the mentally handicapped in the community:

Suitable residential accommodation, e.g. hostels, homes.

The need to earn a living.

The need for family environment.

Sexual relationships.

Marriage, social life, companionship and loneliness.

Physical handicaps, including those of the special senses.

The task of looking after themselves.

The use of leisure time.

(5) **Education and training of children and adults**

Co-ordination of school and ward teaching.

Methods of communicating with the mentally handicapped.

General principles of learning and teaching.

Special problems met with in the teaching of the mentally handicapped.

Ways of developing the use of speech.

Techniques and apparatus for development of muscular skills.

Play, art, and music therapy; sense training and social training in the school and ward situation; habit training in the school situation.

Scholastic education; suitable types of patient, use of special textbooks, visual and other aids, choice of subjects, realism in presentation.

Techniques of class management.

Special requirements of adult patients.

(6) **Occupational therapy and industrial training**

Definition, aims and principles of occupational therapy and vocational training.

Suitable employment for various types of patients in the wards and elsewhere.

Liaison with industry.

(7) **Psychological methods of treatment**

The importance of the role of the nurse in suggestion and persuasion.

Behaviour therapy, operant conditioning, use of reward.

Psychological aspects of occupational, recreational, social and other forms of therapy.

Individual and group counselling.

SECTION 3

CARE AND MANAGEMENT OF THE PATIENT ENVIRONMENTAL MANAGEMENT

FIRST AID

(1) Environmental Management

Ventilation, heating and lighting.
Care and use of clinical and domestic equipment.
Care, storage and handling of food.
Care and storage of linen and other materials.
Daily and weekly routine.
Precautions with regard to poisons and other potentially dangerous articles.
Fire precautions by day and by night.
General duties, routine observations, keeping of records and nurse's notes.

(2) Elements of nursing care and patient management

Reception and admission of patients.
Care of the patient's clothing and other belongings.
Observing and recording the patient's mental and physical conditions and behaviour.
Taking the patient's history and other particulars.
Bathing in bed and in the bathroom.
Personal cleanliness and hygiene.
Care of the teeth and mouth.
Care of the skin and of hair, hands and feet.
Prevention and treatment of infestation.
Care of patients confined to bed. Treatment of pressure areas.
Care of incontinent patients.
Disinfection and disposal of soiled linen.
Giving and removing of bedpans and urinals, use of commodes.
Disposal and disinfection of excreta.
Bedmaking, moving and lifting patients.
Serving meals.
Feeding children and adults. Observing and reporting food and fluid intakes.
Special diets.
Observation of the effects of drugs.
Recording weight and sleep.
Transfer and discharge of patients.

(8) Social training, recreation and habilitation

Principles and inter-relationship of recreational and social activities, Choice of activity according to intelligence, sex, physical capability, behaviour, hospital facilities and prevailing conditions.

Role of the nurse with regard to supervision, participation, stimulation of interest, and encouragement.

Physical, mental and social benefits accruing from participating in such activities as games and physical education, hobbies, sports clubs, outings, holidays.

(9) Legal and Administrative Aspects

The structure of the National Health Service; General Practitioner, Local Authority and Hospital Services.

National Health Service Acts, Health Services and Public Health Act, 1968.

The Mental Health Services; hospital and community care services (junior, adult and other training centres, day centres, industrial therapy organisation (I.T.O.), sheltered workshops).

The Mental Health Act 1959; methods of informal and compulsory admission, continued detention, leave of absence and discharge. Unauthorised absence. Mental Health Review Tribunals.

Duties of Local Authorities. Children's Acts; care of children during illness of parents; guardianship; work of the Children's Officer, Probation Officer and Juvenile Court.

Education Acts as they affect the mentally subnormal; outline of the work of the Department of Education and Science.

Protection of patients; ill-treatment, sexual intercourse, consent for anaesthesia and surgical operations, Abortion Act 1967, correspondence, management of patients' property, Court of Protection.

Civil rights; marriage, divorce, contracts, wills, voting.

The function of special hospitals.

Outline of the work of the Department of Employment and Productivity, Government Industrial Rehabilitation Units and Training Centres; Work of the Disablement Resettlement Officer; Disabled Persons Act.

Outline of the work of the Social Security Department of the Department of Health and Social Security and relevant provisions for the mentally subnormal. Family Allowances Acts.

Record of Practical Instruction and Experience for the Certificate of Nursing of the Mentally Subnormal

(3) Special physical nursing procedures

Principles of asepsis; methods of sterilization and disinfection, central sterile supply. Aseptic techniques; dressings and other sterile procedures; control of cross-infection.

Preparation of patients and apparatus for physical examination and diagnostic tests; observation and collection of specimens; urine testing.

Taking and recording temperature, pulse, respiration and blood pressure. Positions used in nursing care.

Care of the unconscious patient.

Administration of drugs; observing and reporting their effects.

Dangerous Drugs Act; regulations under the Pharmacy and Poisons Act; rules for the storage and administration of drugs; weights and measures.

Care of the dying; last offices.

Administration of oxygen.

Artificial feeding.

Lavage, irrigation and catheterisation.

Preparation and administration of suppositories and of various types of enemata.

Use and application of heat and cold.

(4) First Aid, Applied Anatomy, and treatment in emergencies

Aims of first aid treatment.

General principles and rules to be observed.

Improvisation of equipment.

Principles and methods of moving and carrying injured persons.

Haemorrhage, arrest of bleeding, principal pressure points, effects of loss of blood.

Shock; signs and treatment.

Exposure to cold; hypothermia.

Causes of asphyxia and methods of resuscitation.

Loss of consciousness.

Fits and convulsions.

Fractures, dislocations and sprains.

Wounds and contusions.

Burns and scalds.

Poisoning: signs, indications of type of poison, methods of treatment. (See also Section 3 (3).)

Emergencies, e.g. fire and accidents in the ward.

Schedule 1 (pages 14 to 27)

Space is provided to record procedures and treatments observed or carried out; columns are provided for each year of training, one for observation, one for practice under supervision. When a procedure is observed the student nurse should place a tick in the appropriate column. When a procedure has been practised satisfactorily under supervision the student nurse should initial and the Registered Nurse who supervised, sign in the appropriate column.

Items usually undertaken throughout training need not be signed for in each year but if a more specialised procedure is practised in the early part of training and again later, a second entry should be made to indicate a deeper knowledge at this later stage.

Schedule 2 (pages 28 to 32)

This schedule should provide a record of experience in the occupational and industrial therapy departments, school, and other experience in the community. Certain items are specified, others may be added. The initials of the student nurse and signature of the Registered Nurse should be entered against the items completed.

Schedule 3 (pages 33 to 34)

The clinical experience gained during training is to be verified by the training school authority.

SCHEDULE 1

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Nurse's role in education and training:						
Occupational:						
arts and crafts						
utility departments						
domestic work						
horticulture/farming						
Educational:						
teaching method						
teaching aids						
organising groups						
managing groups						
assessment techniques						
extra mural activities						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse after observation	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation	Signature of Registered Nurse After practise under supervision:—
Habitative:						
personal cleanliness						
social conventions.. .. .						
common signs and directions						
timing and travelling						
common measurements						
common values						
dealing with emergencies						
communication						
Play:						
recreational forms						
educational forms						
directed/structured						
spontaneous						
equipment for play:						
utilisation						
improvisation						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—
Preparation for routine examinations ..						
Washing and bathing in bathroom:						
adults						
children						
Washing and bathing in bed:						
adults						
children						
Care of mouth and teeth						
Care of pressure areas						
Use of devices for relieving pressure ..						
Care of hair						
Lifting and moving of patients:						
in bed.. .. .						
between bed and chair						
Making observations on and keeping records of:						
temperature						
pulse						
respiration						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—
Making observations on and keeping records of (continued):						
blood pressure						
weight						
height.. .. .						
fluid intake and output						
food intake						
sleep						
menstruation						
Feeding:						
serving meals						
children						
adults						
physically handicapped						
Care of:						
incontinent patients						
unconscious patients						
Care of the dying						
Last Offices						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Making of beds						
Use of special types of beds and mattresses						
Giving and receiving reports of patients' conditions:						
oral						
written						
Interviewing and advising patients' relatives						
General supervision of:						
patients' dressing						
grooming and appearance						
table etiquette						
preparing for bed						
getting up						
Care and use of appliances for additional warmth						
Attending to patients' sanitary needs:						
assisting patients to W.C.						
assisting patients using commode						
giving and removing bedpans						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Attending to patients' sanitary needs (continued):						
giving and removing urinals						
specialy adapted toilet facilities						
Administration of:						
rectal suppositories						
evacuant enemas						
Observation, collection and disposal of specimens:						
urine						
faeces						
sputum						
Urine testing:						
specific gravity						
reaction						
Tests for:						
sugar						
acetone						
albumen						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Care and custody of drugs:						
storing						
checking						
recording						
ordering						
Administration of drugs by the following routes:						
mouth						
injection						
subcutaneous (hypodermic)						
intramuscular						
Confidential nature of patient care and records						
Giving and receiving ward reports						
Keeping of nurses' notes on patients						
Special care and attention in relation to:						
physically handicapped patients						
pre-school children						
school children						
adolescent group						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Special care and attention in relation to (continued):	✓ after observation		✓ after observation		✓ after observation	
unauthorised absence						
the epileptic patient						
the unstable patient						
the delinquent patient						
the suicidal patient						
short term care patients						
Transfer of patients						
Discharge of patients from hospital ..						
Environmental Management:						
Ward activities—						
provision for occupation						
provision for recreation						
Handling and storage of food						
Care and storage of linen and other materials						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Disposal of soiled linen						
Safekeeping of:						
keys						
potentially dangerous articles						
patients' property						
Fire precautions:						
routine instruction						
drills						
Participation in ward meetings:—						
(i) patients and staff						
(ii) medical and nursing staff						
.....						
.....						
.....						
Nurse's role in treatment:						
group therapy						
drug therapy						
electroplexy						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse	Initials of Student Nurse	After practise under supervision:— Signature of Registered Nurse
Cleansing and sterilization of:						
instruments						
utensils						
syringes						
catheters						
Preparation of patients and equipment for intravenous fluids						
Care of patients receiving intravenous fluids						
Treatment of infestation of:						
hair						
skin						
clothing						
Disinfection and/or disposal of infected material:						
urine						
faeces						
sputum						
bedding						
clothing						

SCHEDULE 1—continued

Items	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—	Initials of Student Nurse after observation ✓	Signature of Registered Nurse After practise under supervision:—
equipment						
Isolation nursing technique						
Prevention of cross infection						
Management of patients and equipment prior to, during and after:						
ear syringing						
lumbar puncture						
other procedures						
Artificial feeding by naso-gastric tube						
Catheterisation						
Gastric aspiration						
Gastric washout						
Eye swabbing						
irrigation						
instillation of drops						
Ear mopping						
Administration of inhalations						
oxygen						
others						

SCHEDULE 2 OCCUPATIONAL AND INDUSTRIAL THERAPY DEPARTMENTS

SCHEDULE 2—continued

SCHEDULE 2 OCCUPATIONAL AND INDUSTRIAL THERAPY DEPARTMENTS		SCHOOL	
Items	Signature of Supervisor	Items	Signature of Head of Department
Participation in—	Initials of Student Nurse	Observation of teaching methods:—	Initials of Student Nurse
work activities:—		Child	
		Adolescent	
group activities:—		Adult	
project work			
recreational			
social			
individual activities:—			
		Assessment of progress:—	
		Methods of assessment	
Methods of patient training:—		Language development	
		Social development	
		Motor skills	

	From	To	Total in weeks
Physically handicapped patients ..			
Physically ill or infirm patients ..			
Experience with children ..			
School Training methods ..			
Occupational and Industrial Departments			
Night duty (Specify experience) ..			
Other experience (Please specify) ..			

Head of Nurse Training School.....

Date.....

Sir Joseph Causton & Sons Ltd., London, S.E.1