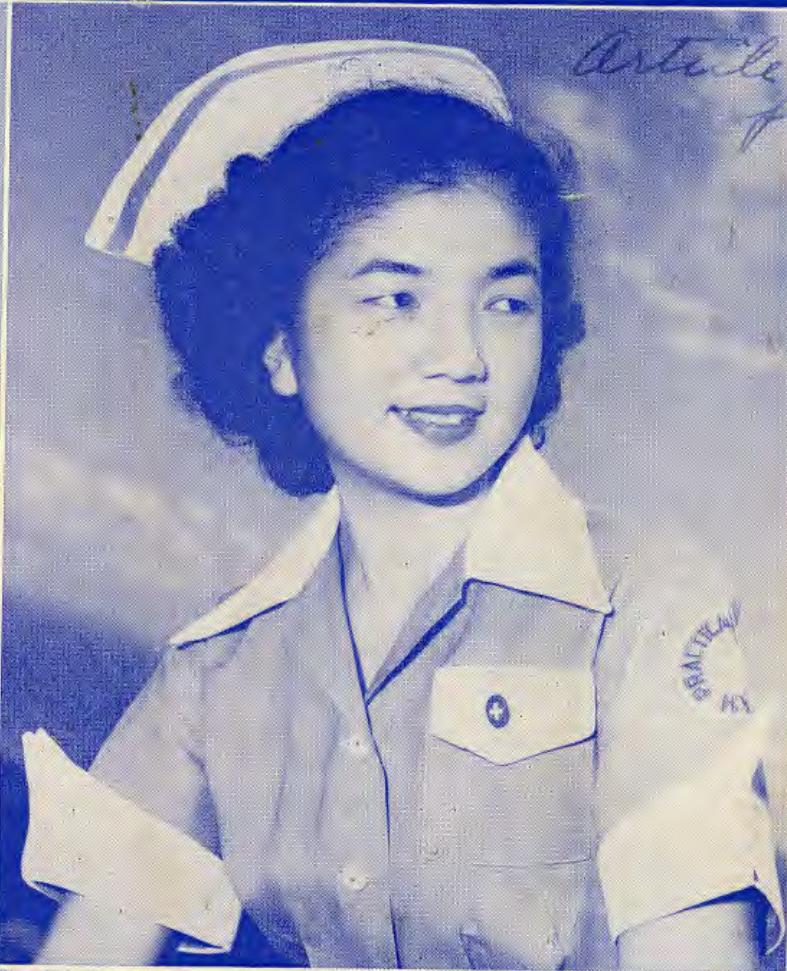


# practical nursing

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MAY-JUNE 1952

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## Practical Nurse Training In Hawaii

By

MARJORIE ELLIOTT

**H**AWAII—the land of sunshine and flowers—has its sick just as have other areas of the United States. The need for a sufficient number of nurses to supply adequate care became acute during the last war. The realization that well-trained practical nurses could be invaluable in the nursing field resulted in the establishment of the Practical Nurse Training School in Honolulu. The first class of 22 students, of whom 18 graduated and passed the licensing examination, began classes on October 20, 1947. Three classes each year have been trained since that time, and at present there are 226 graduates of the school, all of whom are licensed practical nurses. At present there are 76 students divided between the 3 classes now in training.

The Territory of Hawaii consists of a group of islands, the major ones being Hawaii, Maui, Kauai, Molokai, and Oahu—the island on which Honolulu is situated. The Practical Nursing School serves the entire Territory. Since the population of

about 500,000 represents many races and racial mixtures, it follows that classes will be composed of representatives of these groups. Although there are some haole (Caucasian) students, they are far outnumbered by those of Japanese, Filipino, Chinese, Portuguese, Samoan, Korean, Puerto Rican, Spanish, and Hawaiian ancestry. Teaching becomes increasingly stimulating when various racial customs and characteristics enter into class discussions.

Although perfect racial equality is a dream of the future, Hawaii probably comes as close to such a utopia as any place in the world. It is shocking to the students here to read of schools on the mainland where colored and white students are trained in separate classes. Even the private schools here are open to all races.

The Practical Nursing School functions under the Vocational Division of the Department of Public Instruction, with two,

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Student nurses in Hawaii demonstrate the baby bath in the home during Home Nursing experience.



Sister R. A. Rozon, R.N., A.B., a member of the Grey Nuns, Superintendent of Nurses and Director of the Holy Ghost Training School for Attendants at Cambridge, Mass., was given an Honorary Degree of LL. D. by Boston College on June 14, 1950. The selection of Sister Rozon by Boston College was made in recognition of her many years of selfless service to the chronically ill.

## The Holy Ghost Training School For Attendants

By SISTER R. A. ROZON, R.N., A.B., DIRECTOR  
Holy Ghost Hospital  
Cambridge, Massachusetts

**T**HE Holy Ghost Training School for Attendants was established to prepare students with ability who are interested in caring for the chronically sick who do not require the skilled care of the professional nurse.

The school aims to prepare students to administer faithfully to all committed to their care, that upon graduating they may work efficiently and effectively in hospitals and private homes.

We try to give our students an accurate idea of the practical nurses' position in the professional, religious, social and economic life today. It has provided means by which the student may develop mentally and morally through their studies, their contacts with the professional personnel and their unselfish service to the sick.

We are located in Cambridge, Massachu-

setts, (four miles from Boston). Holy Ghost Hospital sponsors the school, which is conducted by the Grey Nuns.

The course of study and practical experience is 18 months.

Classes are accepted in September, January and May.

Student Activities are organized by the Committee.

An attractive and modern Recreational Hall is provided where students hold their social activities.

Our hospital is approved by: The American College of Surgeons, The American Medical Association, The Catholic Hospital Association, The Approving Authority of the Commonwealth of Massachusetts. The Training School for Attendants is approved by The Board of Registration in Nursing, and the National Association for Practical Nurse Education.

- to gather further data for the study.
15. There is a need to bring the physician into the situation since part of the student's learning experience is contact with him. However, since he is not likely to make frequent home visits, the student may not see him at all while she is with the patient. Therefore, the supervisor should see that the student does make a contact with the doctor, at least by telephone if no other opportunity is available.
- There are many questions to which we hope the project will provide answers. Such queries as:
1. How can better preparation for nursing in the home be given to student practical nurses?
  2. If this is provided, will it necessarily detract from the preparation needed for working in institutions and organizations?
  3. How much will such a preparation in home care cost?
  4. How can such programs be instituted without upsetting the community's ways of caring for its sick? Can students give care to patients and then stop at the end of a stated time even if the nursing needs of the patient continue, unless there is some other community agency ready to assume responsibility for the patient?
  5. What kind and quantity of supervision must be provided, and how can it be done?
  6. How do we secure suitable patients for such student experience? Who will choose them?
  7. How can confusion and misunderstanding be avoided in the minds of the public that this is a new kind of cheap nursing service; and in the minds of practicing practical nurses that the students are taking cases from them at a lower fee?
  8. Can immature students profit from such experiences and at the same time safeguard the care of the patient?
  9. Can problems arising from the need to transport students during this assignment be solved?
  10. Will the school be flooded with requests to perform non-educational functions?
  11. Will such experiences in the home give the student sufficient satisfaction so that she will wish to continue to work in homes in a similar manner after she graduates?
  12. Will adding this type of experience in the curriculum serve as a potent recruitment factor so that our schools of practical nursing will no longer operate at only about 80% of their capacity? Difficult questions, aren't they? Perhaps three years from now we will have some of the answers—some in full, others in part only. Perhaps we will have another list of questions ready to be answered in the future. No one knows.
- But we do know one thing. We know we are tackling a genuine problem, an important problem; we know that we need to do some real research in this phase of practical nursing education; and we know that here at last we are taking a step which has great potentialities for improvement in the care of a large segment of our patients of the future—those who are sick at home.

### In Hawaii

(Continued from Page 19)

full-time and two part-time teachers. Clinical experience is provided for in different hospitals, enabling the students to become familiar with mother and baby care, tuberculosis nursing, pediatrics, convalescent and geriatric nursing, and home nursing, as well as observation of and participation in the care of well children.

Although all students receive their three months of theoretical training in the school in Honolulu, there are "affiliations" established in hospitals on two of the other islands so that students can obtain part of their clinical experience there. At least half the students of each class are selected from the islands outside of Oahu, and they are encouraged to return to their home islands for clinical experience. This is es-

pecially valuable in that it stimulates graduates to seek employment at home rather than in the big city. The smaller community, plantation, and tuberculosis hospitals on the other islands find it difficult to supply their requirements for trained practical nurses.

Since men are much in demand in the field of practical nursing, as many as apply and meet the entrance qualifications are accepted into the school. There are two men in training at present; and of the eight who have graduated, one is serving in the Medical Corps of the Army in Korea and the others are employed in local hospitals.

The course covers a period of 10 months, including 12 weeks of theory and 30 weeks of clinical experience. Students range in age from 18 to 50. Older graduates often prefer private duty, while younger nurses usually prefer hospital employment. The course prepares students for the Licensing Board Examinations to meet the requirements of the mandatory territorial licensure law.

Evening extension courses for employed practical nurses who have been licensed by waiver are conducted in the home school and sponsored in other areas. By completing such courses, these nurses become eligible for the licensing examination. In-service training programs are conducted in hospitals throughout the Territory where some of the practical nurses employed have been licensed by waiver without a course of training. The quality of nursing care is greatly improved through these additional training courses which are made possible by the Practical Nurse Training School.

Students in training take great interest in preparing a bi-monthly mimeographed newsletter which is sent to all graduates and other interested persons.

The alumnae association provides for a continued relationship with classmates and instructors after graduation. The Territorial Practical Nursing Association offers opportunity for development and education as well as a medium through which to work for the maintenance and improvement of practical nursing standards in the Territory.

The islands are proud of having had for five years an approved progressive school of practical nursing. Goals for the future include a continuation of programs for the upgrading of practical nurses licensed by waiver, lengthening of the courses to at least one year, and the construction of a permanent building which will provide the capacity for training a sufficient number of students to meet the increasing needs of the islands.

Marjorie Elliott is the director of the Board of Education Practical Nurse Training Program in Honolulu, Hawaii.

## I Believe

(Continued from Page 4)

is a prime requisite of a sound financial structure, whether in government, business or personal affairs.

I believe that truth and justice are fundamental to an enduring social order.

I believe in the sacredness of a promise, that a man's word should be as good as his bond; that character—not wealth or power or position—is of supreme worth.

I believe that love is the greatest thing in the world; that it alone can overcome hate; that right can and will triumph over might.

I believe in an all-wise and all-loving God, named by whatever name, and that the individual's highest fulfillment, greatest happiness, and widest usefulness are to be found in living in harmony with His will.

—Edwin Markham.

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