

RNB

SYLLABUS
of Subjects for Examination
and
RECORD of Practical
Instruction and Experience
for the Certificate of the Nursing of
SICK CHILDREN

1969

The GENERAL NURSING COUNCIL for ENGLAND and WALES
23, PORTLAND PLACE, LONDON, W1A 1BA

The General Nursing Council for England and Wales

Syllabus of Subjects for Examination for
the Certificate of the Nursing of Sick
Children

Also the additional subjects to be studied in a combined
course of sick children's and general nursing

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Name of student nurse

Training School

Date of entry to training

Index number

PREFACE

The Syllabus sets out in broad terms the subjects to be studied during training for Registration in the part of the Register for Sick Children's Nurses maintained by the General Nursing Council for England and Wales.

The concept underlying this syllabus is that of total patient care but for convenience the syllabus is divided into three main sections; nursing, the study of the individual and the nature and cause of disease together with the prevention and treatment. These three aspects of patient care should be learned concurrently throughout training. In this way the various needs of patients will be closely linked together; their needs as individuals and as patients requiring nursing and specialised care and rehabilitation in preparation for return home.

No patient in hospital can be considered in isolation from the community, and in the case of a child the needs of the family unit must also be borne in mind. The nurse has an important part to play as a health teacher and must have a knowledge of the factors in the environment which give rise to ill health in order to advise on preventive measures. She must also be aware of the services provided by local health authorities and voluntary organisations for the individual child or the family unit.

The syllabus includes a section on the elementary principles of management which will form the basis for further post-registration courses.

Learning will take place both in the teaching department and in the wards and departments of the hospital with some experience in the community services. Teaching will be by means of lectures, tutorials, group discussions and project work.

Since nursing is essentially a practical art the majority of the training period will be spent in the wards and departments of the hospital learning and practising nursing skills under the guidance of Registered Nurses. These skills and techniques are to be recorded in section 1 of the Record and the main types of conditions from which the patients are suffering, are to be shown in section 2. These two sections are to be a guide to the student in planning private study and writing patient care studies. Each student nurse must be responsible for her Record which should be completed regularly in consultation with the Registered Nurses supervising and teaching in the wards and departments and will thus provide a detailed record of training.

Apart from experimental schemes the period of training is normally 3 years exclusive of excess sick and special leave and student nurses will be required to pass practical and written examinations prior to Registration.

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SYLLABUS OF SUBJECTS FOR EXAMINATION FOR THE CERTIFICATE OF THE NURSING OF SICK CHILDREN

1. PRINCIPLES AND PRACTICE OF NURSING Including First Aid

Introduction

Outline of the history of nursing as a background to the present day.
Outline of the Health Service.
The hospital, the various departments and functions including relationship with the Local Health Services.
Personal qualities and attitudes required of the nurse.
Standards of ethical conduct.
Relationship between the nurse, patients and relatives.
The place of the nurse in the hospital team, relationship with medical staff and other hospital workers.

Ward Organisation

Plan of patients' day, including play therapy.
Organisation of ward routine.
Ventilation, heating and lighting.
Reduction of noise.
Cleanliness of the ward as it affects the safety and comfort of patients.
Prevention of spread of infection.
Care of linen; disposal of soiled and infected linen.
Storage and custody of drugs.
Storage and preparation of lotions and poisonous substances.
Care and use of equipment.
Care and storage of food and feeds.
Extra safety precautions for children in hospital.

General care of patients and nursing procedures

Identification and admission of patients.
Reception of relatives.
Transfer and discharge of patients.
Recording of necessary particulars.
Care of patients' clothing and property.
Observing and reporting on the general condition and behaviour of patients.

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Responsibility for the general cleanliness, hygiene and safety of patients.
 Bed and cot making with modification of method required in special conditions.
 Methods of warming the bed.
 Moving and lifting patients, helping patients to get in and out of bed.
 Relief of pressure and prevention of skin abrasions.
 Care of patients confined to bed.
 Care and protection of children who are up and about.
 Bathing of infants and children.
 Serving meals.
 Feeding infants and children.
 Preparation of feeds.
 Measuring and recording fluid intake and output.
 Taking and charting the temperature, pulse, apex beat, respiration and blood pressure.
 Recording weight and height.
 Giving and receiving reports.
 Observing and reporting on sputum, vomit, urine and faeces.
 Disposal and/or disinfection of sputum, vomit, urine and faeces.
 Care of the neonate.
 Care of infested patients.
 Care of patients requiring isolation.
 Care of incontinent patients.
 Care of patients in plaster or on traction.
 Care of unconscious patients.
 Care of paralysed patients.
 Care of the dying.
 Last offices.
 Care of patients before and after anaesthesia.
 General pre- and post-operative nursing care.
 Principles of asepsis, sterilisation and disinfection.
 Aseptic technique.
 Conduct of surgical dressings and other sterile procedures.
 Methods of securing dressings.
 Methods of disposal of soiled dressings.
 Administration of oxygen and other inhalations.
 Nursing of patients requiring assisted respiration.
 Nursing of infants in incubators.
 Use of suction apparatus.
 Intravenous, subcutaneous and other parenteral infusions.
 Artificial feeding.
 Gastric aspiration and washout.
 Preparation and administration of enemas and suppositories; passing of a flatus tube; colonic and rectal washouts.

Catheterisation, irrigation and drainage of urinary bladder.
 Treatment of eye; bathing, irrigation, instillation of drops, application of ointments and dressings.
 Treatment of the ear; swabbing, instillation of drops, insufflation, syringing, application of ointments and dressings.
 Treatment of the mouth, nose and antra.
 Uses and application of heat, cold, medicated preparations.
 Care of patients with pyrexia and hypothermia.
 Principles and methods of treatment by baths and sponging.

Human behaviour in relation to illness

Preparation of children for coming to hospital as in-patients or out-patients.
 Effects on children of coming to hospital.
 Effects on the parents of their child's admission to hospital.
 Visiting children in hospital by parents and other visitors.
 The nurse-patient relationship.
 The nurse-parent relationship.
 Children's reaction to illness.
 The effects of emotional states on physical conditions.
 Convalescence, rehabilitation, return to the family and school.

Administration and storage of drugs

Dangerous Drugs Act.
 Regulations under the Pharmacy and Poisons Act.
 Weights and measures (Metric and Imperial System).
 Rules for the storage of drugs.
 Rules for and method of the administration of drugs.

Tests and Investigations

Collection of specimens of sputum, vomit, urine, faeces and discharges.
 Urine testing.
 Preparation and care of patients and preparation of apparatus for:
 (a) examination of eye, ear, nose, mouth, throat; of respiratory, alimentary, urinary and genital tracts; neurological examination; X-ray examinations.

(b) Procedures including the examination of body fluids, gastric analysis, renal and liver efficiency tests, investigation of endocrine activity; biopsies; venepuncture; ventricular puncture; lumbar puncture; cisternal puncture; bone marrow puncture; aspirating the pleural cavity and drainage of peritoneal cavity, sub-dural tapping.

Operating theatre technique

Preparation of theatre and annexes.
Preparation, sterilisation, use and care of instruments and other equipment.
Positioning of patients for operation.
Observation and care of patients during anaesthesia and immediate after care.

First aid and treatment in emergencies

Aims and principles of first aid treatment.
Improvisation of equipment.
Methods of moving and carrying injured persons.
Cardiac arrest.
Haemorrhage.
Shock.
Asphyxia.
Fractures.
Bites and stings.
Burns and scalds.
Poisoning.
Fits.
Emergencies, e.g. fire and accidents in the ward.

Preparation for management

Principles of management.
Principles of teaching.
Communications.

II. STUDY OF THE HUMAN INDIVIDUAL

Normal growth and development of the child from the time of conception.

Introduction to the development of the human individual, physical and mental.

General structure of the body in relation to function; how the body works.

The skeleton and its functions. How joints and muscles function.

Exercise, fatigue, relaxation and recreation.

Need for oxygen; its supply to the tissues.

Basic dietary requirements; the use of food and fluid.

The circulation of the blood and the functions of lymph and tissue fluid.

Heat regulation; clothing.

Elimination of waste products.

Reproduction.

Control of activity by the nervous system and hormones; rest and sleep.

The appreciation of environment; the sense of sight, hearing, smell, taste and touch.

How mind and personality develop.

The basis of mental health.

Family relationships and security.

The importance of play.

Social development during infancy, in pre-school years, at school, at work, in courtship, marriage and parenthood.

Maturity, understanding of parents and grandparents.

Effect of the environment on health.

Provision of a safe environment.

Community services.

Personal responsibilities for health.

Responsibilities for the health of children.

III. CONCEPTS OF THE NATURE AND CAUSE OF DISEASES AND THE PRINCIPLES OF PREVENTION AND TREATMENT

Nature and causes of disease.

Congenital abnormalities.
Nutritional disorders—deficiencies or excesses in the diet—failure in absorption.
Endocrine disorders.
Emotional stresses.
Trauma—types of injury and processes of healing.
Inflammation, symptoms and signs—local and general, effects and results.
Allergy and immune response.
Infection—types of organisms and methods of spread of infection; reaction; immunity.
New growths; types and characteristics.
Degeneration.
Poisons.
Undetermined origin.

These general headings setting out in the broadest possible lines the nature and cause of disease should be applied in the study of all types of conditions which will include general and specialised medical and surgical conditions affecting infants and children up to the age of leaving school.

The study of any condition from which a patient may be suffering either of a general or specialised character should include:

- Applied anatomy and physiology.
- Cause.
- Symptoms and the well-known signs.
- Reasons for investigation.
- Treatment.
- Nursing care to include observations and records.
- Normal course of the disease. Complications.
- Social aspects, schooling and rehabilitation.

Maintenance of health and prevention of disease

Factors contributing to the maintenance of health including health education of parents and children.

Personnel contributing to the maintenance of health and co-operation between the staff of hospitals, family doctors and the Local Health Authority.

The personnel concerned with physical, mental and social welfare of the community.

Factors contributing to the breakdown in health.

The influence of the child's home and economic background in the prevention of disease and as an associated cause of disease.

The Social Services.

Treatment of disease

Relevant items from Section I, Principles and Practice of Nursing, and the application of physiological processes included in Section II, The Study of the Human Individual, should be studied in relation to the care required in the treatment of any condition from which children may be suffering.

Other aspects of treatment

1. Rest

General rest of mind and body.

Importance of environment and planning the child's programme to include adequate rest.

Physiological rest of affected organ or area.

Complications associated with prolonged local or general immobilisation.

2. Dietetics and Infant feeding

Normal diets.

Modification of normal diets in the treatment of various conditions.

3. Pharmacology

The use, dosage, action and side effects of drugs commonly ordered in diseases of:

- Cardio-vascular system.
- Reticulo-endothelial system.
- Respiratory system.
- Alimentary system.
- Genito-urinary system.
- Locomotor system.
- Nervous system.
- Endocrine system.
- Skin and special senses.

4. Radiotherapy

Principles of treatment by X-ray and radio-active substances.
Care and custody of radio-active substances.

5. Physiotherapy

Principles of treatment.

6. Psychiatric treatment

Principles of psychological treatment.
The promotion of a therapeutic climate.
Special treatments and drugs used in mental disorders.

7. Occupational therapy and educational needs

Principles and use of occupational therapy and education as a means of return to health.
Guidance as to suitable employment for the handicapped child.

GENERAL PRINCIPLES OF MEDICINE AND SURGERY and associated nursing care

Cardio-vascular and reticulo-endothelial system	Abnormalities of pulse, cardiac action and blood pressure. Diseases affecting the heart, blood, blood vessels and blood forming organs, lymphatic vessels and nodes.
Respiratory system	Abnormalities of respiration. Types of cough and sputum. Diseases of the respiratory tract, lungs and pleura.
Alimentary system	Abnormalities and disorders of appetite, swallowing, digestion, absorption, metabolism, and defaecation. Types of vomiting, diarrhoea and constipation. Diseases of the alimentary tract and its associated organs.
Urinary system	Abnormalities of urine. Disorders of micturition. Diseases of the urinary tract.
Locomotor system	Abnormalities and diseases of bones, joints and muscles.
Nervous system	Disorders and diseases of the brain, spinal cord, and peripheral nerves. Assessment of level of consciousness, sensory changes and types of paralysis.
Endocrine system	Effects of disordered function of endocrine glands.

<p>Reproductive system</p>	<p>Pregnancy; principles of ante-natal care. Post-natal care of mother and child. Family planning. Disorders and displacements of the male and female genital tract.</p>	<p>Additional items to be included in the curriculum for student nurses following an integrated R.S.C.N./S.R.N. Course</p> <p>These items are in the Syllabus of Subjects for Examination for the Certificate of General Nursing but are not included in the foregoing syllabus.</p>
<p>Special senses</p>	<p>Abnormalities and disorders of sight, hearing, smell, taste and touch. Diseases of the eye, ear, nose, tongue and skin.</p>	<p>I. Principles and Practice of Nursing Including First Aid General Care of patients and nursing procedures Vaginal irrigation; perineal care; insertion of pessaries.</p>
<p>Communicable diseases</p>	<p>Immunity. Use of Sera and Vaccines. Mode of spread of infection. Specific fevers. Venereal diseases.</p>	<p>II. Study of the Human Individual Maturity. Re-adjustments needed in middle age and old age.</p>
<p>Mental Sub-normality and psychological disorders</p>	<p>Recognition, care and training of the mentally sub-normal. Emotional and behaviour disorders. Neuroses and psychoses. Psychosomatic disorders.</p>	<p>III. Concept of the nature and cause of diseases and the principles of prevention and treatment.</p>
<p>Traumatic conditions</p>	<p>Burns; scalds; poisoning; multiple injuries.</p>	<p>7. Occupational and industrial therapy Principles and use of occupational and industrial therapy as a means of return to health and working capacity.</p> <p>General Principles of Medicine and Surgery and associated nursing care. <i>Reproductive system.</i> Pregnancy; principles of ante-natal care. The stages of normal labour. Post natal care of mother and child. Family planning; infertility. Disorders of menstruation, pregnancy, the puerperium and menopause. Disorders and displacements and diseases of the male and female genital tract. <i>Communicable Diseases</i> Add Respiratory Tuberculosis. <i>Mental Disorders</i> Inter-relation of mental and physical processes, psychosomatic disorders, psychotic and neurotic states.</p>

N.B. The Syllabus throughout must be taught in relation to the adult as well as the child.

Record of Practical Instruction and Experience for the Certificate of Sick Children's Nursing

Section 1 (pages 16 to 31)

Space is provided to record procedures and treatments observed or carried out; there are 3 main columns for each period of training each sub-divided into one for observations and one for practice under supervision. In the case of a 3 year training these periods relate to calendar years. In the combined schemes of training for the parts of the Register for sick children's and general nurses the usual arrangement of clinical experience falls into three periods which are indicated by the three main columns. When completing this section of the Record the inappropriate heading (adult or children) should be deleted.

When a procedure is observed the student nurse should place a ✓ 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.

If a procedure is observed or practised for a second time with the same age group, it is not necessary to record it again. When it is with a different age group a second entry should be made.

Section 2 (pages 32 to 77)

This section should provide a record of the types of cases nursed in the various wards and departments. The commoner types of conditions and operations have been listed; others may be added. There are 2 columns, one for the children's and one for the adult hospital and the initials of the student nurse and the signature of the Registered Nurse should be entered, in the appropriate column, against the conditions-nursed.

Section 3 (pages 79 and 80)

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

GUIDE TO THE TEACHING OF THE SYLLABUS OF SUBJECTS FOR EXAMINATION FOR THE CERTIFICATE OF THE NURSING OF SICK CHILDREN

The Syllabus is set out in broad terms only, since this allows for some adaptation to meet rapidly changing methods of treatment and care. The underlying principle is the concept of total patient care and this comprehensive view should be stressed throughout the training period. The greater proportion of training is still spent in hospital nursing, but, with the gradual integration of the hospital and Local Health Authority services, the social and economic factors which may contribute to, or arise from, the patient's illness need to be increasingly emphasised. The three sections of the Syllabus should be developed side by side so that the needs of the individual, the nursing and medical care and the social aspects are correlated throughout. An understanding of inter-personal relationships and communications is essential. A section on preparation for management has been included; this should be taught at an elementary level to form an introduction to subsequent management courses.

An increasing number of nurses seek employment abroad on completion of training and the curriculum should include reference to the international aspects of nursing and the position of the nurse working in war areas with information on the Geneva Conventions. An explanatory pamphlet is available from the Head of Medical Personnel Section, International Committee of the Red Cross, Geneva, and it is suggested that a copy should be available in the nursing library.

Amount of Teaching Time

The total amount of time allocated for study blocks or days during a three year training should be not less than 120 days (24 weeks) and not more than 140 days (28 weeks).

The introductory course should be a minimum of 30 days (6 weeks) or a maximum of 40 days (8 weeks). This should provide a broad introduction and the opportunity to learn and practise basic nursing skills. A further period of study should be arranged at approximately the 6th month of training during which the study of the nature and causes of disease will be included. The major portion of the Syllabus should be completed by 2 years and 4 months; a maximum of 10 days study (2 weeks) may be arranged at approximately 2 years and 9 months; this period will be mainly for consolidation of learning but may include some aspects of management.

In a combined R.S.C.N./S.R.N. course the total time for teaching should be not less than 150 days (30 weeks). The study periods should follow the same principles as for a 3 year course but the aspects of child and adult nursing should be co-ordinated into one programme.

In an 18 month (78 weeks) training and a 13 months (56 weeks) experimental training 8 weeks (40 days) teaching should be given with extra tuition arranged depending upon the type of previous training.

SECTION 3

The following clinical nursing experience has been gained during training:—
In the Nursing of Children
Period in weeks or days

Medical nursing and medical specialities
(please specify)

Surgical nursing and surgical specialities
(please specify)

Nursing of babies under 1 year

Accident/emergency nursing

Operating Theatre

Community Care
(please specify)

Other types of experience

Signature for training school

Authority for signing

Date

P.T.O. for examination dates.