

NURSING

a world view



HUDA ABU-SAAD

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PREFACE

This book relates the story of nursing and the development of the profession from its beginning to the present. An emphasis on the international orientation of nursing and a multicultural approach to education have promoted a recognition by nurses of the need to broaden their views of the profession by study and through travel beyond their national boundaries. The growing interest in the international health movement encourages participation by professional nurses.

These considerations have led to this book. It is intended to orient the reader to past, present, and future nursing practices worldwide. Nurses, nurse educators, student nurses, scholars within and outside nursing, and others concerned with the availability of health manpower can put the profession of nursing into perspective best by examining the phenomenon of nursing as it has evolved through history. Only through such an understanding can one appreciate the close ties that exist in the nursing profession and in nursing education throughout the world.

The various chapters of this book trace the nursing movement through history and over large parts of the globe. Special attention is given to countries that took an active role in developing nursing as a self-governing profession and to the general state of nursing in the various countries.

Part I of the book gives an overview. Part II examines the development of nursing in history. The other parts include developments in Europe, America, Asia, Africa, Australia, and New Zealand, followed by a prediction of the directions in which nursing may move. The Appendix summarizes nursing in early and present times.

The touching and often heroic history of nursing has been presented in its own context. Toward this goal references in English, French, Arabic, Spanish, Dutch, German, Italian, and Greek have been researched. Also, for a clearer picture of present nursing practices, the ministries of health in the respective countries, the World Health Organization, and the International Council of Nurses were contacted for current information.

It is hoped that this book will help the reader trace the development of modern nursing in each of several countries; compare and contrast nursing practices in several countries; identify the contributions of specific persons to the development of the profession; see how general social conditions, especially those affecting the status of women, influenced the development and growth of the profession; compare present standards of nursing education in the various countries; and identify the role of the nurse in the health care delivery system of the world.

Those countries are included that, based on the resources available, have contributed to the development of nursing. Also, only those historical events that had a direct influence on the development of nursing are discussed.

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CONTENTS

Introduction, 1

PART I

Origins of the profession

1 Evolution of nursing, 7

- The pre-Christian era, 7
- The Christian era, 9
- The dark ages of nursing, 12
- The Nightingale reforms, 14
- The new world, 17

PART II

Europe

2 England, 21

- The International Council of Nurses, 23
- Nursing and World War I, 23
- The Royal College of Nursing, 23
- Training of assistant nurses, 24
- World War II, 25
- National health scheme, 26
- The Nurses' Act, 27
- Nursing education, 27
- Present trends in nursing education, 28
- Nursing services, 30

3 Ireland, 32

- Nursing organization, 34
- Nursing education, 34
- Domiciliary nursing, 34

The Board Altranais, 35
Trends in nursing education, 35
National health services, 36

4 Germany, 38

The German Nurses' Association, 39
Nursing registration, 39
Social Insurance in Germany, 40
The National Federation of Nurses, 40
Nursing education, 40
Collegiate nurse training, 41
Present educational concerns, 42

5 Holland, 43

Early training of nurses, 43
Early nursing organizations, 44
Training programs, 45
Public health nursing, 45
Professional nursing, 45
Future trends, 46
Health care system, 47
General framework of health activities, 48

6 France, 51

The Nightingale system, 52
Nursing organization, 52
Nursing education, 53
Postgraduate education, 54

7 Italy, 57

The Nightingale influence, 57
The Italian Red Cross, 58
Nursing decrees and nursing programs, 58
Nursing organization and legislation, 59
Nursing education, 60

8 Greece, 62

Early nursing in Greece, 62
Nursing education in Greece, 64
Nursing organization, 64
Nursing legislation, 64

9 Northern Europe, 66

Sweden, 66
State involvement, 67

- Nursing association, 67
- The Swedish Federation, 67
- Nursing education, 68
- Health care in Sweden, 70
- Community nursing in the health care delivery system, 71

10 Yugoslavia, 74

- Early nursing practices, 74
- Development of professional nursing, 75
- Nursing association, 75
- Nursing education, 76

11 Russia, 78

- The Russian revolution, 78
- Nursing organization, 80
- Nursing education, 80
- Nursing service, 82
- Health services, 82

PART III

The Americas

12 Canada, 87

- The Canadian Red Cross, 88
- Nursing organizations, 88
- Nursing education, 89
- Nursing studies, 90
- Present trends in nursing education, 91
- Expanded role of the nurse, 92

13 The United States of America, 95

- Nursing organizations, 96
- Nursing education, 98
- Nursing studies, 100
- The Association of Collegiate Schools of Nursing, 100
- The Brown Report, 101
- Auxiliary nursing, 101
- Associate degree nursing, 101
- Restructuring nursing associations, 102
- Male nurses, 102
- Nursing services, 104
- The Peace Corps, 105
- Nursing trends, 105
- Nursing research, 107

14 Latin America, 110

Brazil, 112

Development of schools of nursing, 113

Nursing at the university level, 113

Nursing education, 114

Colombia, 115

Development of schools of nursing, 115

Nursing education, 116

Basic nursing education, 116

Nursing programs, 117

Nursing services, 119

Cuba, 119

Health services, 119

Nursing education, 119

Mexico, 120

Mexican Nurses' Association, 120

PART IV

Near and Middle East

15 Lebanon, 125

Beginning of modern nursing, 125

Nursing education, 126

Nursing programs, 127

Nursing organization, 128

Nursing conditions, 129

16 Israel, 130

Beginning of nursing education, 130

Nursing education today, 131

Kibbutz nursing, 132

Nursing organization, 132

Primary health care, 133

17 Iran, 134

Development of modern nursing, 134

Public health programs, 135

Nursing division, 135

Nursing education, 135

Iranian Health Corps, 136

18 India, 138

Nursing developments, 139

The Bhore Report, 139

The Indian Nursing Council, 140

Primary health care, 140

- Nursing education, 140
- Nursing associations, 141
- Public health nursing, 142
- International aid, 142
- Nursing service, 143

19 Japan, 145

- Development of modern nursing, 145
- National Nurses' Association, 146
- Nursing education, 146
- Advanced nursing university education, 148
- Public health services, 148

20 China, 150

- Beginning of modern nursing, 150
- Nursing developments, 151
- Health care in Communist China, 152
- Health education, 152
- Health care system, 153

21 Taiwan, 156

- Developments in the health field, 156
- Nursing education, 156
- Midwifery, 158
- Health services, 158

PART V Africa

22 South Africa, 163

- Early nursing developments, 163
- Nursing organizations, 164
- Nursing education, 164
- Bantu nurses, 165
- Trends in nursing education, 165

23 Nigeria, 168

- Development of modern nursing, 168
- Nursing education, 169
- Nurse training today, 170

24 Morocco, 173

- Nursing education, 173

25 Ghana, 175

Early nursing developments, 175
Nursing education, 175
Nursing legislation, 176
Health services, 176
Nursing personnel and their training, 176
Trends in nursing, 177

26 Egypt, 178

The Hakima school, 178
Beginning of modern nursing, 179
Nursing education, 179

27 Rhodesia, 181

Nursing education, 181
Advanced nursing education, 182

28 Algeria, 183

Health education services, 183

29 Ethiopia, 185

Modern nursing in Ethiopia, 185

PART VI

South Pacific

30 Australia, 189

Nursing organizations, 189
District nursing, 190
Nursing education, 191
Colleges of advanced nursing education, 192
Goals in nursing education, 192
Role of the nurse, 193
Health services, 194

31 New Zealand, 196

Government regulation, 196
Nursing organizations, 197
Nursing Council of New Zealand, 198
Nursing education, 198
Change in nursing education, 199
Health services, 200

Looking ahead, 204

- Nursing practice, 204
- Nursing education, 205
- World health and nursing, 206
- Ethical concepts in nursing, 207

Appendix

- Summary of nursing from ancient to modern times, 209

INTRODUCTION

The increasing complexity of life, the specialization of knowledge, the gap between developed and developing societies, and concern over health conditions throughout the world all point to the importance of communication and understanding among people, countries, and cultures. The growth of bureaucracy and collectivization and the impact of this change on the depersonalization of human lives has also heightened the need for better communication among people. The increased need for international education is an obvious result.

Present emphasis on *international education* relates to an increasing interest in *comparative education*. International education is mainly an analysis of cross-cultural educational influences and the impact that nations have on one another. *Development education*, on the other hand, focuses on programs that describe the national educational planning within the political, economic, social, and cultural milieus of the different countries. Both terms, international education and development education, are encompassed in the term *comparative education*, contributing directly or indirectly to the analysis and interpretation of educational practices and policies in the various cultures and countries in the world.

As a result, the need for a world view of nursing grows as nurses, as well as other members of the health professions, become increasingly conscious of their international role. In addition to a good scientific and technical preparation, nurses are demanding that their education include a wider knowledge of health conditions, facilities, and systems of public health and nursing in other countries. Such a broad view helps nurses to put into perspective the various health systems and defines the stages of development of their educational institutions, leading to a better appreciation of the role of nurses in the world.

An understanding of nursing developments requires a study of the international movement that includes a variety of nursing practices and provides a basis for a worldwide cooperation and friendship among nurses.

Ironically, although nursing practices in each country seem to illustrate the past or the future of nursing practices in some other country, nurses usually find much that they can share with one another.

With such an international orientation, all aspects of nursing—length and type of training, hours of duty, living accommodations, legislation and licensure, and quality and extent of communication between nurse and physician—become more understandable when examined country by country, until the various lands appear not as separate countries but as different stages of, or approaches to, the solution of a single problem: the provision of nursing care for the world.

The word “nursing” is derived from the same Latin root as “nurture.” Among ancient civilizations, nursing was never a special service but an integral part of the care given to the young, the old, the helpless, the sick, or the injured. Through the ages, nursing has been associated with assistance to people in trouble.

Lesnik and Anderson define nursing as follows:

The performance of any service (1) rendered pursuant to a consensual agreement, (2) requiring the application of principles based upon the biologic, physical, and social sciences in the supervision of a patient involving (3) the observation of symptoms and reactions, (4) the accurate recordation of facts, (5) the fulfillment of the legal orders of a duly licensed physician concerning treatments and medications with an understanding of cause and effect, (6) the accurate application of procedures and techniques with an understanding of cause and effect, and (7) the additional safeguarding of the physical and mental care of the patient by the employment of any nonremedial means, including but not limiting the health direction and the education of the patient.⁴

This definition came about as scientific discoveries progressed, making the practice of medicine more complex and putting pressure on nurses to assume more responsibility. From this change in the concept of care of the sick has emerged the professional nurse with the rights and privileges accorded persons in other professions.

Building on the Lesnik and Anderson definition, the Board of Directors of the American Nurses' Association in 1955 formulated a definition of professional nursing:

The practice of professional nursing means the performance for compensation of any act in the observance, care, and counsel of the ill, injured, or infirm, or in the maintenance of health or prevention of illness of others, or in the supervision and teaching of other personnel, or the administration of medications and treatments as prescribed by a physician or a dentist; requiring substantial specialized judgment and skill based on knowledge and application of the principles of biologic, physical, and social science. The foregoing shall not be deemed to include acts of diagnosis and prescription of therapeutic and corrective measures.¹

With the introduction of the term “nurse practitioner,” the definition of

nursing that portrays the concepts inherent in the term focuses on the ability of the nurse to do the following:

... assess the health status of individuals and families through health and medical history taking physical examination, and defining of health and developmental problems; institute and provide continuity of health care to clients (patients), work with the client to ensure understanding of and compliance with the therapeutic regimen within established protocols, and recognize when to refer the client to a physician or other health care provider; provide instruction and counseling to individuals, families, and groups in the areas of health promotion and maintenance, including involving such person in the planning for health care; and work in collaboration with other health care providers and agencies to provide, and where appropriate to coordinate, services to individuals and families.^{2: xiii}

The preceding statements define nursing in the United States; they do not represent an international definition. The definition of "nurse" adopted by the International Council of Nurses (ICN) in 1975 has been used as a membership criterion for ICN and is also an internationally acceptable definition of the scope of nursing practice. The definition states the following:

A nurse is a person who has completed a program of basic nursing education and is qualified and authorized in her/his country to practice nursing. Basic nursing education is a formally recognized program of study which provides a broad and sound foundation for the practice of nursing and for postbasic education which develops specific competency. At the first level, the educational program prepares the nurse, through study of behavioral, life and nursing sciences and clinical experience, for effective practice and direction of nursing care, and for the leadership role. The first level nurse is responsible for planning, providing, and evaluating nursing care in all settings for the promotion of health, prevention of illness, care of the sick and rehabilitation; and functions as a member of the health team. In countries with more than one level of nursing personnel, the second level program prepares the nurse, through study of nursing theory and clinical practice, to give nursing care in cooperation with and under the supervision of a first level nurse.³

The International Council of Nurses hopes that the international definition of "nurse" will influence in years to come not only curricula of nursing schools throughout the world but the attitude of governments and other health professional groups as well.

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PART I

Origins of the profession