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The “Neglected” Situation of the Context of Work in Formalization Tools and Nurses’ Training

Writing and communication are essential for nurses. For executives within the hierarchy who see in them the possibility for the professionalization of the body but also evaluative tools, keeping in mind the budgetary constraints which weigh heavy on the hospital.

For nurses seeking to be recognized in a status between a nurse’s aid and a doctor.

The problematic of identity which is not new, comes back to questions of organizational structure which imply changes in modes of evaluation, cooperation and recognition of all the tasks required for care. It is within this second range of questions that we will have more to say.

The mechanisms of continued training thus have to “bear” the problems linked to the relative failure of initial training. Frequently, requests are made concerning theoretical subjects which are taught exhaustively in IFSI (nurses diagnosis, for example!). Continuous training, with rare exception, is structured around educational theory, traditionally removed from the workplace. Nevertheless, we will present a few original, innovative mechanisms in the workplace, which are thus liable to make problematic the work context within the development and functioning of training mechanisms.