Editorial

In an ever changing environment, the educational and administrative team at the IFITS deploys all its energy and expertise to maintain the momentum of the Institute through educational innovations and constructive partnerships, both in loco-regional territory and internationally.

Its mission: to provide high quality training projects.
Its conviction: to be part of an organisation that promotes social cohesion, professional and ethical reflection, the development of collective intelligence and the affirmation of human and professional values.

Have a good summer...

Christine MARCHAL
Director of the GIP-IFITS

Life in the establishment

In January, the IFITS welcomed a new instructor.

Marie-Pierre COUSO, health executive instructor joined the IFSI educational team on the 7th of January 2013. In 2011, she received Master 1 in Healthcare Law and a University Diploma in hospital nursing ethics. She served in the André Gregory Montreuil-sous-Bois inter-city hospital centre for 14 years as a nurse in the gynaecology-obstetrics and consultation services. As of 2011, she held the position of health executive within the surgical centre and the outpatient surgery and anaesthesia unit.

Ifsi intervenes in colleges

In January 2010, the Institute of Nursing Education joined the teams from the Raincy-Montfermeil Inter-City Hospital Group (IHG) to simultaneously present the training process and the nursing profession to final year college students in the local area.

These actions are part of a nursing plan "Attractiveness of the Inter-City Hospital Group and building the loyalty of its nurses."

Their motivation and dynamism enabled exchanges in the modalities of the entrance examination, training and the specifics of the IFITS (Erasmus, workshops, internships abroad ...). The professors encountered in the field emphasized the importance of renewing this type of action and accompanying the students in their professional orientation.

Anne De Brito
Instructor IFISI

Presentation at the Jehan de Chelles college

IFITS students during their presentation

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10th "Disability Day" at the IFITS

As every person among us must be concerned with the management of disabilities, on 23rd May 2013, the IFSI hosted an information and awareness day.

Eight associations were represented on the day. For the first time, Mrs Troitsky, an educator specializing in equitherapy with individuals with disabilities (mental and physical), and Mr Alaric, Director of a prosthetics laboratory, spoke of their experiences.

Some speakers spoke about their lives as close relatives of, or as an individual with, a disability. They stressed the importance of the role of the caregiver in their daily lives.

Students, pupils, professional nurses or nursing assistants were invited to the day.

All the seminars were rich in exchanges, questions and emotions. The comments helped raise awareness of the challenges a person with a disability encounters when trying to establish a life project.

We would like to thank everyone that contributed to the success of this day.

See you next year...

Evelyne Tardy
Instructor
IFSI

The speakers from the associations: I=MC2, Association of People of Small Stature, Handicap International, National Union of Associations of Families of Cranial Trauma and Brain Injury, Deaf Hearing Communication Research Action, Association of Parents of Young Blind People, Trisomy GEIST 21, Equitherapy and ALARIC Laboratories.

Successful workshop festival for the State-Registered Nurse promotion 2010-2013!

In connection with the Institute’s philosophy, which is to allow students to develop and mobilize human qualities with reference to the values and ethics of the nursing profession, expression and creativity workshops offer students the opportunity to participate in activities that provide opportunities to create social ties. This instructional time aims to raise awareness of the use of relationship mediation.

The workshops encourage the acquisition of the physical, psychological and social skills involved in nursing practice. They assist students in learning to endure the emotional burden inherent in the role of a caregiver. Experience of relationship mediation techniques during training will help the nurse incorporate such techniques into future individualized care projects and enhance the patient’s expression. These workshops can be applied in all areas of long or short-term care.

Next September, the workshops will focus on the following themes: dancing and learning sign language, Nordic walking, theatre, touch-massage, relaxation therapy.

The individual mediators used during these workshops will be presented at the "Workshop Festival." This year’s celebration was once again a resounding success, demonstrating the enthusiasm and creativity of students, some of whom revealed their unsung talents to the spectators, and perhaps even themselves!

Gérard Léonard
Instructor
IFSI

Théodore’s News
A gateway to the world

An international project at the IFITS

As part of the optional units, the IFITS organized, on 4th-8th February 2013, the 2nd edition of its international week for its year three nursing students.

This project revolves around two educational features: international conferences organized in the Institute and study visits to discover different healthcare systems in Italy, Spain, Portugal and Switzerland. The willingness of the IFITS to include an international dimension in the training program offers students the opportunity to broaden their professional and civic reflection through confrontation with different practices and ways of thinking.

This original initiative, opening a window to the world, aims to give students the desire to deepen their knowledge, develop their reflexive posture and engage in a research dynamic. Exchanges with professionals from other countries facilitates the understanding of public health issues and demonstrates the essential role that nurses play in response to the health needs of an evolving population. Our aspiring professionals must be prepared to take on new challenges by creating nursing discipline through the development of research and the clarity of nursing expertise.

Christine MARCHAL
Director of the GIP-IFITS

International Days - 4th and 5th February 2013

Over two days the students attended international conferences that focused on the professional practice (nursing, advanced practices) and different approaches to nursing care in the areas of community health, mental health and psychiatry, as well as paediatrics. On this occasion, the students had to engage their linguistic abilities as certain presentations were held in English. Simultaneous translation was carried out by Roselyne Rutledge, an English teacher, and Stephanie Badoux, Executive Assistant.

Professionals and university nursing faculties from Finland, Switzerland, Romania, Quebec, the United States and France each presented an individual experience or research findings.

For the inauguration of the international days, the IFITS had the honour of welcoming Ms Laure Lechatellier, Vice President of the Regional Council of Ile-de-France, in charge of social action, health and welfare formations, healthcare and disability. She praised and supported the organization of such an event in an educational institution. Present at her side were Henriette Zoughebi, Vice-President of the Regional Council of Ile-de-France - responsible for colleges and educational policy, Catherine Naviaux-Bellec, educational advisor at the Regional Health Agency Ile-de-France and Evelyne Salem, Director - General Coordinator in the public healthcare facility 'EPS Maison Blanche' - demonstrated the benefits of the various partners in the dynamic of the Institute, and contribute to advancing its reputation in the region.

Advanced practices and the Nursing Order

Kim Veyer, President of the Regional Council of the Nurse Order introduced us to the role and mission of the Order. This regulatory authority “at the service of the profession and the public” was created by Law No. 2006-1668 dated 21st of December 2006. Its three main objectives are: the protection of consumers, promotion of the profession and the protection of the title of ‘Nurse’. Registration in the National Order of Nurses (ONI in France) is mandatory for nursing professionals. The Order represents the profession in all its missions, establishes a code of ethics, acts as conciliator in disputes and disciplinary matters in the event of complaints, provides legal advice and monitors the demographics.

The presentation was completed by Luc Mathieu, Director of the School of Nursing, Sherbrooke (Quebec) with an introduction to the Order of Nurses in Quebec. This allowed participants to compare two different nursing orders and understand what an order can provide in terms of added value for the professional.

Pharmacy, Iuliu Hatieganu in Cluj Napoca (Romania), provided us with an insight into the terms “cooperation between health professionals” and “advanced practices” by developing potential perspectives and sharing their experiences.

Finally, a 2012 graduate of the IFSI Theodore Simon, Marius Quemener, currently nursing at Tenon Hospital in Paris, presented his research process in the context of his dissertation studies. (“The effects of music therapy with patients undergoing end of life palliative care”), by specifying how this work is useful to him in his daily practice.

Laurence Ledesma
Instructor
IFSI
The promotion of health

At a time when prevention and promotion of health prevail over the biomedical model based primarily on curative treatment, the roundtable was entitled: "The promotion of health and the health of the community" with the aim of raising awareness among students; the healthcare players of the future, to the interest of community care, but also to identify the future trends in professional nursing practices with the implementation of innovative initiatives.

In today’s health and economic landscape, the need to take into account health determinants and to involve the population in the management of their health capital are the two essential axes of the process to promote community health, to respond as far as possible to the perceived needs in the health sector.

While this approach is still on the edge of care practices in France, various health promotion and community health projects that are already operational in several European countries have demonstrated the value of such an approach.

In Canada and Switzerland, these practices are embedded in nurses' patient care as demonstrated by Luc Mathieu, Director of the Sherbrooke School of Nursing and Carlos Masias-Valdes, Dean of International Relations in the Haute École de Santé Vaudois in Lausanne, by explaining the place of this approach in health policies and therefore in initial nursing training and thereafter the professional activities in the field.

For Finland, with two health promotion projects on the subject of obesity and the use of social networks as a mediator to educate adolescents, Camilla Laaksonen, Professor of Nursing at the University of Turku, reminded us of the importance of supporting all efforts to promote evidence-based healthcare by increasing research. Equally, ethical conduct is a key element for any project.

Finally, in France, Mrs Anthony, Director of Maison de la Prévention (Prevention and well-being) centre in Fontenay sous Bois, but also a member of the community health resource centre 'Renaudot', developed the community health objectives followed by this structure prior to illustrating her concrete application through the activities undertaken by her association.

Involving the population as role-players in their health and their rights by placing them at the heart of the process explains (as detailed by the Ottawa Charter) is the underlying theme of the various actions proposed.

This sharing of experiences and the exchanges that ensued enabled students to broaden their thoughts with regard to their future professional situation, especially in their relationship to the user. Taking into account all the determinants of health, and to provide appropriate responses to the needs expressed and experienced by an individual requires solid knowledge of the co-diagnosis and the declaration of possible answers.

Geneviève Kinuthia
Instructor
IFSI

Psychiatric and mental health care

Psychiatric care has become a priority for public health. It is acknowledged as one of the human rights included in the 2011-15 Psychiatry and Mental Health Plan.

The evolution of modern psychiatry, with the arrival of antipsychotic drugs during the 1950s and the development of tender beds in healthcare networks, have improved the quality of life of patients. Thus, the development of alternative structures such as Psychological Medical Centres, Day Hospitals and the part-time therapeutic centres has significantly reduced the average period of full-time hospitalization.

The evolution of this discipline is also related to the development of human and social sciences as well as biomedical research. What is nursing research? What is its position today in the face of these developments in psychiatry?

The various presentations of this round table helped provide answers to these questions and discover certain care specificities.

The team "La Terrasse", a specialized unit within the Maison Blanche, a public healthcare facility for people with addictions, described its professional practices in terms of patient care. Thus, Christian Douaud (health executive), Angela Talon (social worker) and Peggy Arnold (nurse) explained how to organize care within the context of a preventive approach to risk reduction.

Krzysztof Skuza, researcher-sociologist at the Haute École de Santé Vaudoise in Lausanne, demonstrated the clinical foundations of the "pack" (therapeutic activity involving physical techniques) with psychotic patients and their experiences and impressions. His study also illustrates the problems specific to the psychiatric nursing practice characterized by an oral culture, the medicalization of psychiatry and the lack of investment by doctors of particular therapeutic approaches such as the "pack."

Heikki Ellilä, Senior Professor of Nursing at the University of Turku in Finland focused on the choice of practicing nursing in psychiatry as well as the study programs to follow. He further explained the characteristics and the specificities of care in this field.

Cécile Bégout, 2012 graduate nurse at the IFSI Theodore Simon, presented her research carried out as part of her final year dissertation. She developed an interest in a "dance workshop" for schizophrenic patients representing a "transitional space, a containing space that is reassuring, fun and stimulating." It constitutes a care treatment in its own right supported by written or verbal expression and the presence of the caregiver.

Gérard Léonard
Instructor
IFSI

Martine Antoine, Luc Mathieu, Carlos Masias-Valdes, Camilla Laaksonen

Krzysztof Skuza, Heikki Ellilä, Peggy Arnould, Angéle Talon, Christian Douaud, Gérard Léonard
The study trips

In Italy: Hôpital de la Sapienza, Rome

We were warmly welcomed by Paola Pierantognetti, PhD Research (nursing sector), and during our visit we were able to identify certain characteristics of professional practices in Italy. For example, we discovered that the history of psychiatry in Italy is closely linked to our own. However, the management of mental illness has developed differently; in Italy the patient is an integral part of society. We visited the museum of mental illness, "Laboratory Museum of Mental Health." It was a powerful experience. Indeed, through recreational workshops, students were able to gain an awareness of and understand the feelings of those with mental pathologies.

Moreover, we noticed that the professional nursing training organization is structured differently to that in France: nursing research has a strategic role in the recognition of professional nurses, formed primarily by university medical training. Finally, access to healthcare appears to be a priority on a national level: no advance payment is required for a medical consultation with a primary care physician.

This trip was rich in exchanges with both healthcare professionals and members of the group. As such, opportunities for collaboration can be envisaged on specific topics particularly around emergency care and educational support for students (sharing best practices, educational co-construction ...).

Christelle Dru
Christelle Ganon-Dorbon
Instructors
IFSI

In Spain: Faculty of Health Sciences, Granada

At meetings organized within the Faculty of Science and different hospitals, we discovered the specifics of the training program and professional nursing practice.

We were particularly interested in the arrangements put in place for dependent individuals: families have unrestricted access to their relative’s room with a card called: "Persona CUIDADORA (people WHO CARE)" and may contribute to their relative’s comfort and well-being, and in full cooperation with the professional healthcare providers. The presence of caregivers favours and facilitates the overall care of the individual.

In Spain, nursing courses are conducted in public and private universities. To access these training programs, potential students must obtain a scientific degree and pass an entrance examination entitled "selectividad." Their choice of university course is defined by the average grades they obtain. One should know that each nursing university organizes its training program while respecting a compulsory number of hours to be spent on certain so-called academic subjects.

The training program results in a "licencia" grade in nursing after four years of study. During the first five semesters, students attend lectures and carry out practical work at the university. Internships start from the sixth semester and from then on the students no longer have theoretical courses. The focus is on the clinical learning process and their "Trabajo fine de Grado", the final year dissertation. The training program costs approximately 800 euros per year.

Furthermore, in Spain, nursing universities are not subject to a quota. Maria Paz, Educational Director of the nursing sector, said that the university is training more and more nurses who cannot find a position after their studies, and this phenomenon is increasing in the Iberian Peninsula: "Euro-Nurses". This phenomenon is reinforced by the financial crisis currently facing Spain, which has led to a reduction in the workforce budget. Increasingly, these "Euro-Nurses" leave Spain to find employment and head for those European countries where the market is more attractive and where the recognition of diplomas facilitates mobility.

The Spanish civil service recruits nursing graduates in accordance with their results. Therefore, individuals with higher scores have a greater chance of obtaining a permanent contract at the end of the training program, whilst other individuals are obliged to move away from their homes to find employment.

Caroline Florindo
Véronique Pichard
Instructors
IFSI
This article was produced from the work of students of the Granada optional unit 2013.
In Switzerland: Haute Ecole de Santé Vaudoise (HESAV)

For this study trip, students from Théodore Simon were accompanied by a group of students from the Franco-British Levallois-Perret IFSI which is also eligible for the Erasmus program. Such collaboration between IFSI’s can only enrich the mobility and exchange experiences among students.

The aim of this project was to discover the healthcare system and the organization of nursing courses. Thereby, we were able to establish a highly diversified work program, a result of our visits to the Vaudois University Hospital Centre and a private clinic. Two subjects particularly held our attention, the presentation concerning the specific care of patients in drug injection rooms, as well as the presentation dealing with the support given to individuals seeking physician-assisted suicide.

Erasmus, 7 years old already

The Erasmus Programme is a student exchange programme established in 1987 and financed by the European Union. This program enables students to follow part of their education in a European country.

ERASMUS, an acronym of EuRopean Community Action Scheme for the Mobility of University Students, is named after the Dutch philosopher Desiderius Erasmus of Rotterdam, a celebrated humanist theologian of the late fifteenth century, who lived and worked in many places in Europe to expand his knowledge and gain new insights; he was also an advocate for the freedom of thought. As such, he was the forerunner of the spirit of mobility.

This year, 15 students were placed on 3-month mobility programs in Cluj Napoca, Geneva, Turku and Granada. Here are some testimonials:

Floriane Le Bourvellec
(University of Applied Sciences of Salo, Finland)

"Huomenta! Everything is going well. It is true that I already had experience of retirement homes, but I had almost forgotten that I loved geriatrics! Even though contact with the patients is sometimes difficult on account of the language barrier. But I have set myself a goal - learn to speak Finnish! So that I can at least tell them my name, where I come from ... and also understand what they say to me.

My supervising nurse does not speak much English, so we communicate mostly through gestures. It is an international language!

Our last practical work assignment was in the university. We reviewed the emergency gestures used on children - ECG, pulmonary aspiration - and we were shown the techniques of intravenous catheter insertion and infusion. It was very interesting!

This week, with Fatoumata, we are going to find out about booking a trip to Lapland. And maybe even St Petersburg. I am really looking forward to it!

This weekend we were already a third of the way through our stay ..."

Maryline David
Instructor
IFSI

"Everything is still going really well here. Today I spent the day with a memory specialist nurse, a “Memory nurse”. We received two patients and I was able to see what happens during a consultation and the various tests carried out. I had already seen this kind of session in France but it was the doctor who carried out the tests on the patients. Tomorrow, I’m with a nurse specializing in diabetes. After that it’s the 1st of May! We shall see how the Finnish celebrate this holiday!"

Leila Mokeddem
Erasmus Coordinator

The Haute Ecole de Santé Vaudoise prepares students for their role as professional general practitioners, clinicians, who base their practice on the given evidence, within a context of interprofessional collaboration. Educational and didactic principles are supported by a socio-constructivist paradigm, aimed at developing professional skills. These "Bachelor" nurses who have received this training also benefit, in addition to internships, from clinical simulation-based learning in the classroom. Discussions with different actors allowed us to apprehend the particularities of the health system and the Swiss training program and identify the differences with France.
"The nurses, before administering any treatment, perform personal hygiene care (bathing, dressing, bed making ...). This is known as complete nursing and in France this is carried out by the nursing assistants. These, however, as far as I have seen in the surgery department, are more present during patient mobilization, food distribution, room preparation, checking on patients before they go to the operating theatre (compression stockings, identity bracelet).

I inserted urinary catheters, assisted another nurse with a lumbar puncture, I was also assessed, three times, during my activities by a teacher from the Barbou school. The teacher attends the shift report sessions and choosing a patient’s file at random, gives us the time to complete the data collection, and he then asks us about the treatments to be administered and the care that we must perform. Under the teacher’s careful eye we evaluate the parameters and verify whether the treatment can be administered or not. We carry out personal hygienic care and various technical treatments in relation to the proposed care (bed bathing, dressing, drain etc. ...).

At the end the teacher conducts a skills assessment and tells us what we must review for his next visit and the areas for improvement."

Yvette Julie Omekenge Djanga
(Haute Ecole André Vésale in Liège, Belgium)
The IFITS develops its Erasmus program with Ireland

Last April, the IFITS welcomes Harry Gijbels, Doctor of Nursing at the University of Cork in Ireland, in the hope of forming a new partnership. He visited different treatment services at the Maison Blanche, the Raincy Montfermeil Intercity Hospital Group and the Armand Brillard Clinic with the aim of identifying host sites for future Erasmus students from his university.

Specializing in psychiatry and mental health, he expressed an interest in pursuing specific exchanges in this field with the IFITS.

Erasmus, is a departure but also a welcoming!

This year, during the second semester, the IFITS welcomed Kathy Brandt, a nursing student from the Haute Ecole de Santé Vésale in Liège (Belgium). She completed a four-month Erasmus mobility program (too brief for her liking) at the IFITS. She took part in various educational units that she had to validate the same way as the other students in the Institute, including her final year dissertation. She completed several work placements at the Montfermeil Hospital.

Kathy Brandt made a very positive assessment of her Erasmus program: "A unique experience with unforgettable moments and a certain pride in being able to meet this challenge."

Leïla Mokeddem  
Erasmus Coordinator

Educational and professional practices

The IFITS hopes to set up a research unit next term. The three major orientations of this project are:
- Development of care research
- Development of pedagogy research
- Participate in European research projects.

The development and active participation in care research is today unavoidable in our opinion. We would like to optimize the practice of carers by entering into a methodological research approach, relying in particular on the observation of professional practices.

Pedagogical research could involve research subjects in connection with the training scheme, educational practices, the instructor’s perspective, the student’s evolution...

Our participation in these European projects, as part of the lifelong education framework, will add dynamism to our research practice as we open up to concerns of a European dimension.

We will be back very soon to let you know how this research unit is progressing...

Laurence Ledesma  
Instructor  
Responsible for the Research Unit at the IFITS

Getting to know the behaviour of European research projects

On the 8th of April, the IFITS welcomed for one day the members of the educational partnership, the LeNeMi (Learning Needs of Migrant Caregivers). This project is aimed at providing an international perspective on a new approach to the formal and informal training of migrants who help older people who live alone, with their family or in residential care homes.

It is managed within the framework of the Grundtvig European Commission of Lifelong Education and Training Program. The project intends to shed some light on the following facts:
- the length of existing training for caregivers varies considerably from one country to another and even in the same country;
- often the trainee migrants must already speak the local language fluently before being allowed to start training;
- once the training is finished, no updating sessions are planned. The migrant caregivers are often left to themselves when they work with the family or in a residential home, without any further training or help to solve the problems with which they are confronted.

In order to run their project successfully the partnership has opted for research which tries to elucidate the training needs such as they are explained by the caregivers themselves. To this end 50 interviews have been carried out with caregivers working in 4 countries: Bulgaria, Scotland, Italy and Switzerland. These interviews are currently being examined. The project, which finishes at the end of July 2013, will result in a publication. To follow the progress of the project and to be informed of the results, you can look at the website of the project: http://lenemi.wordpress.com.

Jonathan Kaplan  
Researcher in Education Science  
Université Paris Ouest

Théodore’s News
We speak very little in our profession of sickening things, but nevertheless the moment of treatment sometimes causes those in their white coats to recoil, distancing themselves from that other being to the extent of wishing it would disappear.

Without a doubt, a small voice could claim that the patients whose bodies are greatly impaired (gangrene, multiple bedsores, oozing and nauseous wounds) should be better treated because, the Law states, “the hospitalised person is treated with respect”. Thus, some could forcefully claim that moral obligation demands considering these patients with such repulsive bodies as patients ‘like the others’. Others could yell out that, on the contrary, this is impossible due to the awful symptoms they exhibit.

Paul Ricœur wrote with regard to the work of the German philosopher Max Scheler, that a loving look “does not blind, it makes one see”, it “penetrates through the external scales that hide the real human being”¹. Appreciating the metaphor, we ask ourselves to what point is it possible for the caregivers not to flinch at the monstrous appearance of certain patients with repulsive bodies.

What a paradox then to stipulate controlling disgust, an expression which seems so paroxystic! It is a feeling of stupor, a brief suspended moment that soon gives way to uneasiness. Disgust is a disagreeable physical and psychological reaction, a fast and automatic response, a primary instinctive feeling. Fighting the despicable can therefore be to carry out a voluntary action allowing withdrawal from the situation, a protecive action. But we could have seen a second action: contain the other to the point of wanting to reduce him ... or erase him. Faced with the object of disgust, one acts to close the doors, isolate the other, lock him up, reject him, and make him disappear. Disgust tells us about society, those it opposes, and those who have escaped from it. The violence of the observed reactions is without doubt directly related to the feelings felt when the caregiver is suddenly confronted with the repugnant.

Thus, the sudden confrontation with a part of the body which is normally inaccessible to us - underneath the skin - of a conscious patient - not under anaesthetic, as in an operating theatre - is without doubt for the carer a staggering strangeness. It is necessary to understand that the skin is not a sack, an envelope, or a barrier; it is not an impenetrable watertight bag. It is much more than that, as François Dagognet, the author of _La peau découverte_ (Uncovered skin) tells us. It is a place of exchange between the inside and the outside. The skin is “at the intersection of me and the other”, “at the junction between the organism and the environment”².

Simone de Beauvoir, faced with the end of her mother’s life, described a feeling of strangeness towards the bodies which surrounded her and of her own, perceived as a sort of infernal machinery, the heritage perhaps of a Cartesian dualism: “I was looking at people differently, obsessed with the complicated pipe work which was hiding under their clothes. Myself, sometimes, I transformed into a forceful suction pump or into a system of pouches and entrails”³.

The confrontation with the squalid is so overwhelming that it provokes a metaphysical doubt regarding the nature of her existence and her body’s life. Beyond the despicable object, is there not the work of a more indeterminate object which escapes the first glance?

Eric Fiat reminds us that, contrary to worry, “Anguish has no cause, or rather, a cause which hides itself, it seems without purpose, unmotivated, general, and essential (ontological)”⁴. Anguish of nothingness, which makes us “enter into this world super sensitive or metaphysical”⁵. Eric Fiat explains that the existence of every living man is surrounded by two voids: the preceding one (before birth) and the other which calls him. The profound alterations found at the end of life, will they not send us back to our eventualities? We could have not been, or not be thus... biological existence is seen in all its fragility and indeterminacy.

Through Freud we acknowledge that human existence is made of uncertainty. The father of psychoanalysis tells us that the threat can come from three sides: the body itself which never stops dissipating, separating, from the outside world which can exercise surprising force and, lastly, other men⁶. Let us come to the evidence: man is a being with urges and one can only reasonably expect a certain degree of limitation to these urges. In _Three essays on the theory of sexuality_, Freud evokes disgust as one of the three barriers allowing individuals to regulate the violence of their urges. Michela Marzano, studying the

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¹. _Charter for hospitalized individuals, circular n° 2006-90, 2nd March 2006._
². Max Scheler, _Pour une phénoménologie des sentiments de sympathie, d’amour et de haine (For a phenomenology of sympathy, love and hate)_, 1913.
⁴. François Dagognet, _La peau découverte (Uncovered skin)_, p. 35.
⁵. Simone de Beauvoir, _Une mort très douce (A very easy death)_, p. 106.
⁷. Eric Fiat, idem, p.56.
**A little history:** The nursing school entrance exam

**Back to 1960...**

In 1948, "l’école des bleus" was created at the ‘Maison Blanche’ asylum, which is a school that provided training for psychiatric nurses. On 28th July 1955, vocational training became compulsory for personnel working in psychiatry. Courses last two years, they take place during work time (classes are held after the service). To be accepted by the school, you must pass an exam. Here is an example of questions for the entrance exam in 1960. Have fun answering!

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**N° II** - List the five main rivers in France. Name the source of each river. Into which seas do they flow?

**N° VI** - What is the name of the substance that characterises green plants and gives them their colour? What is the role of this substance in the nutrition of plants? Is there a substance in the human organism akin to this vegetal substance?

**N° VII** - What is cotton? Name two countries that are major producers of cotton.

**N° VIII** - Which king built the Château de Versailles?

**N° IX** - In French history, what does the period known as ‘The Hundred Days’ correspond to? What events marked the beginning and the end of this period?

**N° X** - a) Who was the first sailor to sail around the world? b) What is the name of the geographical location named after this sailor? c) Where is it located?

**N° XII** - When did France adopt the metric system?

**N° XV** - What does the expression ‘avoir un violon d’Ingres’* mean?

* meaning ‘to have a hobby’

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**Adrena’Ts**

**Fluo Party: a highly colourful evening!**

On Saturday, April 13th, 2013, the ADRENA’TS Association organized a FLUO PARTY at the IFITS. The evening was another opportunity to bring together students from different promotions and the different sectors present in the Institute. The association would like to thank everyone who made this party possible! Thank you also to all those present, it is thanks to you that the association lives!

Stay tuned for future festivities!

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Next issue in November 2013

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