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What is its status?
Tutor's Diploma D.N.E.*

DIPLOMA IN NURSING: NEW CURRICULUM

SCHEMES OF STUDY AND ASSESSMENT AND SYLLABUSES

1. Review of the Diploma in Nursing

1.1 For many years the University of London has offered two advanced qualifications for nurses. Since 1946 the Sister-Tutor's Diploma has existed for nurses who wish to register as nurse tutors and, since 1927, the Diploma in Nursing has been available to provide evidence of a high standard of knowledge and skill in the practice of nursing*. Both qualifications have made a significant contribution to the professional development of nurses.

1.2 The regulations and syllabuses for the Diploma in Nursing were last reviewed in the mid-sixties. Since then there has been an enormous (and continuing) growth in the numbers of nurses offering themselves for the examinations. In 1976-77 there was a total of 4,027 students registered for the Diploma of whom 2,501 were candidates at the June 1977 examination.

1.3 Since 1970 a feeling has emerged that further revision is needed to keep in line with the progress of professional development. This was confirmed at the time of the publication of the Report of the Committee on Nursing under the chairmanship of Professor Asa Briggs.

1.4 In 1973 the committee which advises the Senate's Council for Extra-Mural Studies on the work for the Diploma decided to set up a Working Party to review the regulations and syllabuses for the Diploma and to make recommendations. A small working party of senior members of the profession began working on the outline of the Diploma and, to facilitate wider consultation, a weekend seminar was held in January 1977. The Working Party has continued its work, and these are the recommendations that are now placed before the Senate. At the present time programmes, both at basic and post-basic level, in nursing education are pursued in a number of different situations, differently funded, and differently financed for staff, study leave and so on. Some rationalisation of this confused situation may well be achieved when the new statutory bodies have become established. It is unlikely, however, that all educational programmes will be sited totally in the NHS, in further education, or in higher education in polytechnics and colleges of universities. Ladders and bridges must be erected for the continuing development of individual nurses and to allow for movement and progression in the chosen type of work which will assist professional development.

2. Aims of the Diploma in Nursing

The Diploma is an advanced nursing qualification, designed to develop the registered nurse's capacities to fulfil her role in her chosen specialist field and to enhance her contribution to the development of the nursing profession. While it is envisaged that the Diploma will be sufficiently challenging to constitute a worthwhile end in itself, some nurses who take it may wish to proceed to first or higher degree courses in nursing or related studies. Thus the programme has been planned not only to constitute an entity but also to provide a foundation for further studies. It is hoped that those institutions offering degree courses for nurses will look upon the Diploma in this light.

* 'Nursing' in this paper refers to midwifery and all forms of nursing. 'Nurse' - for brevity - refers to a midwife, or health visitor or a nurse in any branch of nursing. The feminine gender is used throughout to indicate 'he' or 'she'.

3. Proposals for the New Diploma in Nursing

A completely new approach has been envisaged from that obtaining in the present Diploma syllabus which relies heavily on the medical model in Parts A and B. The revised approach adopts a units system, emphasising the essential core which is nursing, and no longer identifies Parts A and B. The following is a summary of the scheme of study:

1ST YEAR	<u>COURSE UNIT 1</u> <u>The Human Organism</u> The characteristics of living things Human development Differences between individuals The individual and the group The integrated functioning of the human organism The behaviour of the individual	<u>COURSE UNIT 2</u> <u>Social Organisation and Social Change</u> Organisation Concept and nature of society Social order Patterns of social change
2ND YEAR	<u>COURSE UNIT 3</u> <u>The Application of Care</u> Decision making Concepts of nursing Relating care to needs of the individual Comparative systems of care	<u>COURSE UNIT 4</u> <u>Emergence of Modern Nursing & Midwifery</u> The nursing role The responsibility of the nurse Preparation of the nurse The nurse as a professional worker Socio-cultural influences on the role of the nurse Comparative systems of nursing education
3RD YEAR	<u>COURSE UNIT 5</u> <u>Research and Nursing</u> The place of nursing research Research questions and problems Ethical considerations Statistics Research methods	<u>COURSE UNIT 6</u> <u>Nursing</u> The search for excellence in nursing (a) special age groups (b) special environments (c) special forms of nursing practice

4. Course-Units

A course-unit system is used, with progression from one unit to another. In certain circumstances, it should be possible for exemption from the study for one unit, but this exemption should not preclude an examination in that material before progression to further units.

5. Credit

Candidates passing the examinations in units 1-4 may proceed either to further studies for the Diploma immediately, or at a later date; or to the Diploma in Nursing Education or the Diploma in Nursing Management.

6. Entry Requirements

6.1 Prior to starting the course, students must

- (a) have attained the minimum educational requirements, normally 5 GCE O Level passes, one of which shall be English or Welsh language, and
- (b) have her name included in any part of the Register of Nurses in any country in the UK.

6.2 The Diploma in Nursing can be conferred only on those who

- (a) have satisfied the entry requirements for the Diploma course and
- (b) have successfully completed the 6 course units or have obtained exemption therefrom and
- (c) have completed two years post-registration nursing experience.

Candidates following an approved integrated course leading to State Registration and the Diploma will be required to complete one year's post-registration nursing experience before entry to the final examinations in course units 5 and 6.

7. Place

Programmes for the Diploma in Nursing will be provided jointly by colleges of higher or further education and schools of nursing. A registered nurse tutor will be responsible for the course in the college and the nursing school will need to involve a Senior Tutor who is responsible for post-basic work. Although the programmes will be 'taught', it is not envisaged that all the teaching/learning should be in an educational institution. Some of it will take place in areas of supervised practice with clients or patients.

8. Validation

All aspects of the curriculum will be validated by the University. The process will begin when a pair of institutions, having agreed on proposals for a course, submits them to the University who will appoint a Validating Panel to consider the proposals, to discuss them with their authors and other staff involved and, in due course, to negotiate an acceptable course design. In each case, the institutions concerned will maintain liaison with the University, and secure continuing approval as necessary, through the Validating Panel.

9. Duration

9.1 Although flexibility is essential in the mounting of a programme of study to be pursued by persons in full time employment, a day, or half-day release time-table would be expected. On this basis the full Diploma programme should be expected to take three years study for completion and most candidates beginning their studies after registration will take three years.

9.2 For all candidates a maximum of five years study is suggested.

10. Implementation of Course Design

Units 1 and 2 should help the students to a new synthesis of knowledge leading to the objective study of Man in all his aspects. To this end links with other parts of the course should be established. Normally units 3 and 4 will be taken immediately following the study of the first 2 units and there should be continued cross referral between the units.

Because of the essential linkage and integration that must exist throughout the course and especially between course units 1 to 4, and 5 and 6, it is essential that all those participating in teaching should meet together to plan the detailed implementation of the approved course design. Teaching and learning will need to have a strong element of seminar work and group discussion, since it is expected that students will have a variety of professional nursing backgrounds.

11. Objectives of Course-Units

11.1 The first four units are planned to complement each other, to encourage the candidate to widen her knowledge, and her thinking, whilst deepening her understanding of nursing. To achieve these objectives it is envisaged that this will be a 'taught' course and that specialist teachers will share their expertise by carefully planned and presented teaching programmes. In this way the candidate will be encouraged to inter-relate her newly learned material, and to build on the foundations of her previous knowledge.

11.2 Following this broadening experience, the candidate will in course units 5 and 6 be required to focus on her chosen field of study, and to demonstrate a deepening awareness of the particular branch of nursing she has chosen, by the appreciation of research methods, by describing innovations in practice, and/or by evidence of the search for improvement, or excellence in nursing.

12. Assessment/Examination

Flexibility in arrangements for assessment/examination is provided in the scheme outlined below. Institutions will be free to choose between examination papers set by the University and course assessment where indicated. Candidates will require guidance in the selection of topics suitable for course work assessment. Guidelines for course assessment work for units 3 and 4 are provided but institutions may set different types of work on condition that the alternatives are approved by the University. The examination and course assessment work for units 5 and 6 must be as proposed by the University.

All course work will be submitted for external assessment by the external examiners appointed by the University.

Unit 1

either written examination (one 3-hour paper) comprising three sections:

- (a) giving emphasis to the biological aspects of the course;
- (b) giving emphasis to the psychological aspects of the course;
- (c) requiring the candidate to demonstrate her understanding of the psycho-biological functioning of the human organism.

or

course work in each of these aspects (3 essays each of 2000-2500 words)

Students who have previously obtained appropriate qualifications may exempt themselves from one or more parts of this unit of the course by satisfying the examiners in the relevant section(s) of the examination paper.

Unit 2

either written examination (one 3-hour paper)

or course work (3 essays each of 2000-2500 words)

Students seeking exemption from unit 2 of the course must satisfy the examiners in the examination paper.

Unit 3

(a) care plan

A detailed care plan for a patient/client nursed during the course of study for unit 3.

(b) course work (2 essays each of 2000-2500 words) eg an essay on one aspect of the multiple roles of the nurse, considered in relation to the care of a patient/client cared for during the course of study for unit 3. The subject of this essay could but need not be the same individual as the subject of the care plan. For example, a candidate might consider the role of the nurse as either an educator, coordinator, supporter, enabler etc in relation to the care of a patient suffering from chronic renal failure, or a mentally handicapped child in hospital, or a healthy expectant mother.

Unit 4

either written examination (one 3-hour paper)

or course work (3 essays each of 2000-2500 words) eg an essay on one aspect of the development of the profession considered in relation to the application of care of a person the candidate is currently nursing. For example, a candidate might trace, examine and discuss the developments in nursing which have a bearing on legal/ethical responsibilities of the nurse in relation to the care of a schizophrenic patient or a patient admitted for termination of pregnancy or the care of an unmarried mother with three children who seems unable to cope. Another example might be to compare and contrast the development of specialised care of the elderly sick in this and one other country.

Units 5 and 6

(a) written examination. The question paper will consist of two parts, one testing knowledge of nursing research (Unit 5), the other testing insights gained from Unit 6 studies.

(b) two submitted papers, prepared by the candidates during their Unit 6 studies. They must be original, unpublished, unassisted and topics of the candidates' own choice.

These papers should carry a mark rating as high as the written examination paper. The Examiners may call candidates for an oral examination, which will not be confined to the submitted work.

(a) One paper should be a study of one person who, as a client or patient, illustrates the candidate's depth of knowledge of her chosen subject and also the extent of her understanding of the course as a whole. It should be between 4000 and 5000 words in length.

This is a nursing 'model', demonstrating the candidate's ability to:

- (i) select one patient as an example of the opportunity to practise excellent nursing care;
- (ii) analyse the nursing care needed, at home, at work, as an out-patient, in the health centre, in an acute, or long-stay ward, or hostel, for this particular person;
- (iii) assess the strength and weaknesses of the nursing offered, with reasons why the nursing care plan, or forecast, as prescribed, was amended, modified or omitted;
- (iv) summarise the outcome, as a means of influencing future plans for nursing similar patients.

This is NOT a Case-study based on medical history and treatment. It should be concerned with the nurse's role, and the nursing of the particular patient. It includes the identification of, and the nursing skills used to meet, the person's needs - social, clinical, spiritual or emotional.

- (b) The second paper submitted should present a particular nursing theme, or problem, within the chosen speciality which illustrates the candidates' knowledge of the relevant physio/pathology, or of the relevant scientific, therapeutic, rehabilitative, and preventative factors associated with the chosen topic.

This should form a discursive essay of not less than 3000 words and not more than 3500 words. Illustrations such as diagrams and photographs are optional, but a bibliography and sources of reference, to enlighten the argument, are essential.

The choice of topic is essentially a nursing theme, including possibly preventive, curative, or supportive aspects, within a nursing framework where excellence is sought by reflection, deduction, and cogent argument. Managerial, medical or surgical 'models' are not acceptable for this purpose.

SYLLABUSES

UNIT 1: THE HUMAN ORGANISM

This should be considered as a subject of intellectual and scientific value in its own right - not only through its affinity with the basic nursing and medical sciences. Emphasis should be placed on those fields of modern development (such as biochemistry and genetics) which have given fresh impetus to the disciplines of physiology, anatomy, psychology and anthropology.

OBJECTIVES

The students will be able to:

1. set their previous knowledge of biology and psychology into a broader context so that their knowledge of the nature of man is enriched;
2. explore aspects of biology and psychology relevant to their own nursing speciality in greater depth;
3. gain insight and information through exchanging views with fellow students during seminar work concerning the application of these sciences to other fields of nursing;
4. find satisfaction in further study of these sciences so that they are encouraged to develop their knowledge throughout the course and subsequently.

The achievement of these objectives will be tested not only by the formal assessment/examination but by the students' ability to identify the needs and resources of patients/clients in work undertaken in subsequent units.

CONTENT

1. The characteristics and diversity of living things

Evolution and varieties of man, concepts of race and culture.

2. Human development

Main stages of human development; the particular needs of the young adult and the person in middle life, the problems of ageing, preparation for change etc.

Growth and development of the cell, embryo and the free-living individual - including molecular basis of heredity, genes, biochemical reactions, sex determinants, embryology and the genetic aspects of some human problems.

Environmental influences. The interaction of hereditary and environmental influences on development. Free-living individual including biological considerations of pregnancy, birth, infancy, childhood, adolescence, maturation, senescence and ageing.

The effect of working and housing conditions.

Considerations of the concepts of normality, health and disease.

3. A closer look at differences between individuals

How man differs in terms of physical and mental characteristics.

- (a) Experience. General, cultural, educational, vocational; assessment of competence and needs, construction of training programmes, continuous assessment, work records.
- (b) Abilities. Manual and mechanical, linguistic and numerical. Convergent and divergent thinking in personal and professional life.
- (c) Personality. Basic concepts in assessment, interviewing, selection and promotion procedures, vocational guidance.

4. The individual and the group

- (a) The influence of individuals on groups; leadership
- (b) The influence of groups on individuals; social and work pressures. Conflict.
- (c) Health and Safety. Psychological, physical, at home and work.
- (d) Management of change; on people, resources and ideas.

5. The integrated functioning of the human organism

The emphasis in this section should be on the fundamental importance of metabolism in life systems.

Matter and energy as the basis of life.

The cell as the seat of metabolism; studied from the view of its functioning and its form - cellular nutrition and respiration, division, differentiation and integration.

Tissue organisation and formation of organs.

The body systems which support metabolism as concerned with food and energy, oxygen, temperature, water; information and integration. Co-ordination and control within the organism and between it and its environment.

6. The behaviour of individuals

- (a) Motivation. Needs, drives, incentives, social pressures; frustrations, aggressions, withdrawal; emotions and their influence on behaviour.
- (b) Perception. The content and nature of our interpretations; attention, sensory input; percepts; concepts, thinking and problem-solving; logic, the scientific method; misinterpretations, similarities and differences between perceivers.
- (c) Learning. A person's behaviour change as a result of experience. Skills, learning, training, habits, acquisition of knowledge, memorising and understanding, studying, teaching and supervision, in-service education; the organisation of professional experience in the development of the individual; changing attitudes.
- (d) Development. Individual change through growing up and growing old.

TEACHING

It is probable that in most institutions lecturers in biological and psychological studies will be required to co-operate in teaching this subject. Close co-operation between these lecturers and the course tutor/director will be essential in planning, teaching and assessing progress in order to achieve the integrated approach outlined above. It is suggested that team teaching might be particularly appropriate for this unit.

UNIT 2: SOCIAL ORGANISATION AND SOCIAL CHANGE

OBJECTIVES

The students will be able to:

1. demonstrate a grasp of the concepts fundamental to an understanding of Man as a social being in his social setting;
2. trace the pattern of social change in this country since the Industrial Revolution;
3. relate their knowledge of the sociology of institutions to the health service;
4. relate changing health needs and provision of resources to changes in society.

CONTENT

1. Organisation

Many factors produce change; demographic, economic, political and cultural. This part of the syllabus is intended to provide an introduction to the concepts used in forming a sociological perspective of human society and human behaviour.

- (a) Concept of society.
- (b) Nature of society.
- (c) Concept of social order.

2. Patterns of social change

- (a) Britain is viewed particularly in the light of changes that occurred with the industrial revolution. Causes for changes produced.

- (b) Effects of change. Rise of the middle class; factory conditions. Family life; the poor, prevalent ill health.
- (c) Reactions to change. Social conscience. Social policy. Health policy. Educational policy. Trade unionism.
- (d) Contemporary society. Technology, welfare state. Contemporary British family life.
- (e) The sociology of institutions, with particular reference to patterns within the health service.

UNIT 3: THE APPLICATION OF CARE

This unit is designed to help students to identify the ways in which nurses contribute to the care of individual patients/clients. To this end, concepts of nursing are examined and the factors influencing the patients'/clients' needs are considered in general terms so that each student may apply the principles of care to her own particular field of work, utilising knowledge gained from previous experience and current studies creatively and imaginatively. The introductory section on decision making and logical thinking is incorporated to foster a methodical and constructively critical approach to the planning and delivery of care.

Since the student group is likely to be concerned with many aspects of nursing, including health education, prevention of disease and a variety of clinical specialities, emphasis during the small component of formal teaching in this course should be given to principles. Seminar work and group discussions should demonstrate the application of these principles within a range of different settings, thus helping the students to broaden their concepts of nursing and their understanding of patients'/clients' needs and their colleagues' contributions to care.

Each student's ability to apply theory to practice should be tested during the course through set written work - including the preparation of outlines of care plans.

OBJECTIVES

The students will be able to:

1. Adopt a methodical and constructively critical approach to the planning and delivery of nursing care;
2. identify the multiple roles of the nurse in a variety of patient/client care settings;
3. evaluate various systems of care;
4. apply this knowledge (and knowledge gained from study in previous units) to the care of individual patients/clients.

CONTENT

1. Decision making

- (a) Logical thinking - to include a brief consideration of processes of reasoning, logical connections, induction, deduction.
- (b) Sources of information - including practical guidance on the use of libraries.
- (c) Evaluation and use of information - including assessment of relevance and a consideration of the processes of decision making and problem solving.

2. Concepts of nursing - the multiple roles of the nurse

The role of the nurse as an enabler, supporter, counsellor, co-ordinator, educator, planner, agent for social change; considered in relation to concepts of nursing and the factors which influence the development of these concepts.

3. Relating care to the needs of the individual

(a) The formulation of goals.

Goals of the patient/client and the nurse. Concepts of health and disease, care/cure, successful living, successful dying, disability and limitation.

(b) Assessment of needs.

Assessment of the biological, social, emotional, intellectual, cultural and spiritual needs of the individual - methods used - problems of perception/interpretation of needs.

Factors affecting individual needs - age, education, social and cultural background.

Assessment of needs as an on-going process - monitoring the individual's response to his situation and the need to adjust the care plan accordingly.

(c) Assessment of resources.

Resources available for care in the present setting - resources available for continuing care in other settings - at home, in hospital, in residential institution, in day hospital, as an out-patient.

Selection of methods, techniques and strategies to meet needs.

(d) The delivery of care.

Co-operating with the patients'/clients' family and friends and colleagues in the health care team.

Developing observational, communication, manual skills of the nursing team required to implement the care plan.

Co-ordinating care.

(e) Evaluation of care.

Evaluation of care plan and its implementation; to include consideration of relevant nursing research findings regarding co-ordination and continuity of care and methods and techniques employed.

Ethical/legal implications for patients/clients, the nurse and the employing authority.

4. Comparative systems of care

Various systems to be considered having regard to the factors influencing the choice of system and the effectiveness of each in providing for the needs of the individual.

Systems to include: patient assignment, team assignment, task assignment, multi-disciplinary team approach.

UNIT 4: THE EMERGENCE OF MODERN MIDWIFERY AND NURSING

This part of the syllabus should be seen as a natural development of nursing against the background of social organisation and change already studied.

Historically it should cover the period from the mid-nineteenth century to the present day, showing the changing role and function of the nurse in response to social reform and medical and technological advance, and should be studied as a series of correlated themes as set out under Content below.

OBJECTIVES

The student will be able to;

1. compare and contrast concepts of nursing within different socio-cultural contexts;
2. describe and discuss the development of professional nursing practice since the mid-nineteenth century with more detailed reference to nursing in this country and to her own special field of work;
3. identify the major factors influencing the development of nursing education in general and describe and discuss the development of nursing education in this country;
4. discuss critically the profession of nursing in this country with regard to its organisation, its responsibilities, its influence on health care planning and its status in relation to changes in society.

CONTENT

1. The nursing role in the promotion of health and the prevention of disease and of the care of the sick in acute, episodic and long-term illness and in handicap.
2. The responsibility of the nurse to the public and the protection of the latter by minimum standards of statutory requirement and the process by which this is brought about.
3. The preparation of nurses for their role in specialist fields of nursing, in the administration of the service and the education of nurses.
4. The nurse as a professional worker; the relationship of nursing with other health professions and the place of nursing in the total care of the sick and vulnerable; the professional ethic and codes of practice.
5. The universal need for a nursing role and function and the different ways in which this need is met by varying cultures.
6. Comparative systems of nursing education at basic, and post-basic levels. Continuing education.

UNIT 5: RESEARCH AND NURSING

Unit 1 will have introduced students to the idea of scientific thinking and procedure, whilst other units will reinforce the notion that facts must be identified by logical and systematic enquiry. This background will enable students to look for and examine closely the evidence offered by proponents of alternative points of view, leading eventually to a basis for informed choices or decisions.

The course of study on research and nursing is designed to build on previous work and to develop the students' understanding of research methods so that they will be able to gain more from their reading of nursing research studies and to identify findings relevant to their own field of work. Thus they should be better prepared to utilise research findings when undertaking work for the final course-unit.

OBJECTIVES

1. to introduce students to concepts of scientific method and its use in identifying facts and clarifying issues;
2. to encourage a systematic and constructively critical approach to reading selected research reports and to identify their relevance to the students' own sphere of activities;
3. to develop the ability to identify questions which are amenable to research;
4. to understand the relevance and importance of research ethics;
5. to introduce selected research methods by reference to published findings;
6. to underline the importance of disseminating findings within the profession and elsewhere.

CONTENT

1. The place of research in nursing. The research process
2. Asking research questions. Identifying the problem. Feasibility and complexity. Availability of resources - priority - setting.
3. Ethical considerations (discussion based upon RCN and Royal College of Physicians' guidelines). Local ethical communities.
4. Statistics - uses and limitations. Basic nomenclature. Descriptive and comparative examples.
5. Selected research methods. Factors which determine choice of method. Relationship between method and information required.

Consideration of the following commonly used methods, citing research reports which illustrate the application of these methods:

- (a) Observation Non-participant
Participant
Intermittent
- (b) Interview Structured
Unstructured
- (c) Questionnaire design
- (d) Experiment

UNIT 6: NURSING

The nursing focus throughout this unit, which should be studied concurrently with, or after, unit 5 should be on the search for excellence in nursing in the candidate's chosen sphere;

eg in a special age group,
in a special environment,
in a special form of nursing practice.

OBJECTIVES

The student will be able to:

1. demonstrate her knowledge of the one aspect of nursing which she is currently practising;
2. distinguish between basic, post-basic and advanced nursing knowledge in this sphere;
3. identify the reasons for modifying the practice of nursing skills for a particular patient/client;
4. synthesise the knowledge gained from her previous studies and experience in her present and future service;
5. demonstrate an understanding of health care as a continuum, and of the other agencies, social and voluntary, which may support or contribute to care.

TEACHING

Programmes of study will be individual to each student and will be largely self-directed but it will be essential to ensure that provision is made to facilitate and support each student's work. The Senior Tutor in the school of nursing who is involved with the Diploma course will be expected to locate 'resource people' - viz specialists in various aspects of nursing who would be able and willing to provide specialist advice to students. General support, advice and guidance with study programmes and the preparation of papers will be provided by the tutors to Diploma in Nursing courses.

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