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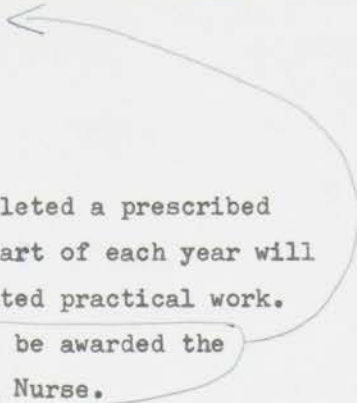
Degree in Nursing Studies

The B.Sc. degree with Nursing Studies as the main field of study is offered by Bedford College, in association with the Macdonald-Buchanan School of Nursing of the Middlesex Hospital, according to University of London Regulations for First Degrees based on Course-Units.

I Regulations

1. To obtain the degree, a student must have completed a prescribed amount of work in not less than four years. Part of each year will be spent on clinical placements and in associated practical work. Successful candidates for the degree will also be awarded the professional qualification of State Registered Nurse.
2. The work for the degree is divided into Courses, each of which is assessed and examined separately, either during or at some time after the conclusion of the Course. Each Course has a prescribed unit value and to qualify for the degree, a candidate must complete a minimum of 12 Course-Units and satisfy the examiners in at least 11. A minimum of 6 Course-Units must be in Nursing, ~~and the remainder in Social Policy~~. Students obtaining a standard above that required for a pass will be awarded Honours classified as First Class, Second Class (Upper Division), Second Class (Lower Division) and Third Class.
3. In accordance with University Regulations, a student may be refused entry to the examination in a Course if, in the view of the teachers of that Course, the student's attendance has been inadequate. In such a case the student will not be considered to have completed the Course.
4. Examinations will always contain some written element. This will usually take the form of written papers but may be in the form of a report or a practical examination. Oral examinations and assessment of practical placements and general performance throughout the Course may also be taken into consideration.

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Successful candidates for the degree will also be awarded the professional qualification of State Registered Nurse.

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Before entering the course, candidates for admission must have satisfied the entrance requirements of the University of P.T.O. London. ~~These~~ ^{These} are set out in the Bedford College Prospectus, which may be obtained ~~from the Registrar~~ from the Registrar.

Course titles in capitals

5. At the end of the first or second year a student may choose, or may be required, to proceed to a course of study leading to the award of a ~~B.Sc.~~^{degree} in another main field and without the professional nursing qualification. Such students will be eligible for the award of a ~~B.Sc.~~ degree after a minimum course of study of three years and on completion of at least 9 Course-Units with passes in 8.

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II Degree Structure

In the following, Courses taught at Bedford College are designated (BC) and those at the Middlesex are designated (MX).

First Year

same major throughout

- ^{Sciences} Social Policy (BC) Introduction to Social Theory (1/2 C/U)
- (BC) Introduction to Social Structure (1/2 C/U)
- (BC) Introduction to Social History (1/2 C/U)
- (BC) Introduction to Research Methods (1/2 C/U)
- (BC) Introduction to Economics (1/2 C/U)

Nursing (MX) Foundation Course (1/2 C/U)

4 spaces

(Each Course is examined in June by a two-hour unseen paper.)

Summer Vacation of First Year

Nursing (MX) Introduction to Medical Sciences (1/2 C/U)

(Examined at the conclusion of the Course by two 2-hour unseen papers, one in Anatomy and Physiology and the other in Pathology and Microbiology)

In order to proceed to the Second Year Social Sciences Courses, students must have passed courses in the first year to a value of at least 2 Course-Units from the Social Sciences courses taken in the first year. In order to proceed to Second Year Nursing Courses, both Nursing Courses in the first year must have been passed.

Second Year

- ^{Sciences} Social Policy (BC) Social Policy (1 C/U)
- (BC) Methods of Social Research (1 C/U)
- (BC) Social ^{Structure} Studies of Industrial Societies (1 C/U)
- ~~(BC) Introduction to Social Administration (1 C/U)~~

Nursing (BC) Administration of the Health Services (1/2 C/U)

(Examined in June, the first 3 Courses by 3-hour unseen papers and the last 2 by 2-hr unseen papers)

Summer Vacation of Second Year

Nursing ~~Practice~~ (MX) Geriatric Nursing ($\frac{1}{2}$ C/U)

(Examined at the end of the Course by a case-study of ^{a maximum of} ~~approximately~~ 5000 words. Ward assessment is included in the mark for the Course.)

Third Year

Nursing (BC) ^{General and Social} Psychology ($\frac{1}{2}$ C/U)

(Examined in June by a 3-hour unseen paper)
(BC) In addition, students attend a short non-examined course on Counselling ~~(BC)~~
(BC) ~~Counselling (C/U)~~

~~(Examined by an essay of 1500 words.)~~

Nursing ~~Practice~~ (MX) Acute Medical Nursing ($\frac{1}{2}$ C/U)
(MX) Acute Surgical Nursing ~~Operating and Recovery/Trauma~~
(1 C/U)

^{Both}
(Examined at end of Course by a written report and a ~~MCQ~~ ^{multiple choice} ~~question paper~~ ^{and Obstetrics}
(MX) Gynaecological Nursing ($\frac{1}{2}$ C/U)

~~(Examined at the end of the Course by a completed work book.)~~

Summer Vacation of Third Year

Nursing ~~Practice~~ (MX) ^{Gynaecological Nursing and} Obstetrics ~~(C/U)~~ (continued)

^{a completed work book,}
(Examined at the end of the Course by ^a written report and a ~~MCQ~~ ^{multiple choice} ~~question paper~~)

Gynaecology
Obstetrics

Fourth Year

Nursing (BC) ^{Health Care} Sociology of ~~Medicine~~ (1 C/U)

(Examined in June by a 3-hour unseen paper and an essay of a maximum of 5000 words to be submitted by 1st June)

~~(BC/MK) Extended Essay (1 C/U)~~

~~(To consist of a maximum of 7000 words and to be submitted by)~~

(MX) Paediatric Nursing (1/2 C/U)

(Examined at the end of the Course by a written report and a MCQ)

(MX) Psychiatric Nursing (1/2 C/U)

(Examined at the end of the Course by a case-study of ^{a maximum of 5000} ~~approximately~~ ^{examination} words and an oral assessment)

There is also (in June) a 3-hour unseen comprehensive paper on Nursing

In order to qualify for State Registration, there is a final period of Nursing Practice (long stay) in the summer vacation of the Fourth Year.

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Examined at the end of the course by a committee of
words and an oral assessment

There is also (in June) a 3-hour unseen comprehensive paper on Nursing.

In order to qualify for State Registration, there is a final period of
Nursing Practice (long stay) in the summer vacation of the Fourth Year.

A Elements of Education in the Social Sciences (Social Policy)	B. Elements of Professional Training (Nursing Studies)	C Applications of Social Studies to Prof. Nursing. (Nursing Studies)
(4) Intro Soc Theory $\frac{1}{2}$ Intro Soc Struct $\frac{1}{2}$ Intro Soc Hist $\frac{1}{2}$ Int. to Res Meths $\frac{1}{2}$ Intro Economics $\frac{1}{2}$ (2 $\frac{1}{2}$ c/u)	Foundation Course (I) $\frac{1}{2}$ (1 $\frac{1}{2}$ c/u)	
301	Intro to Med Sciences (10 weeks) (I) $1\frac{1}{4}$	
(6 $\frac{3}{4}$) Social Policy 1 Meths Soc Res 1 Industrial Soes 1 Intro Soc Admin $\frac{1}{2}$ (3 $\frac{1}{2}$ c/u)	Nursing Practice (8 weeks) (long stay) $3\frac{1}{4}$	Admin of Health Serv: $\frac{1}{2}$ (1 $\frac{1}{2}$ c/u)
204 = 20	Acute Med. Nursing $\frac{3}{4}$ Acute Surg Nursing } Operative/Recovery } 1 Traumas/Emergencies } Gynaecolog. Nursing $\frac{1}{4}$ (2 c/u)	Psychology 1 Counselling $\frac{1}{4}$ (1 $\frac{1}{4}$ c/u)
(3 $\frac{1}{2}$) (Swamp NPO Genetic)	Obstetrics (8 weeks) $\frac{1}{2}$	
(3 $\frac{1}{2}$) (6 Sp of Nursing)	Paediatrics $\frac{1}{2}$ Psychiatric Nursing $\frac{1}{2}$ (1 c/u)	Social of Med $1\frac{1}{2}$ Extended Essay $1\frac{1}{2}$ (2 c/u)
2 (6 c/u)	Geriatric Nursing (+Consolidation) (8 weeks + 4) $\frac{1}{2}$ (6 $\frac{1}{4}$ c/u)	(3 $\frac{3}{4}$ c/u)

①

Exams Tric (11th Tr) bed 5 papers on A. (2hr unseen)
Mx 1 paper on B (2hr unseen)

①

Med Studies

end of course Assess Mx ? 2 papers 3hrs.
① Anat & Physiol Sects A & B.
② Path & Microbiol Sects A & B.

②

Tric (2nd yr) bed 3 3hr papers + 2 2hr papers A & C.

end of year Mx X Nursing Practice - Ewe Study.
? 5000 words. (approx) + Ward Assessment (10%)

③

Tric (3rd yr) bed C - Rydhol 3hr paper.
bed - concepts - Essay 1500 words.

Mx Anti Med Mx - Report + MCQ.
Mx Ac / Op Review " " } at end of course
Mx Cytop - completed with book.

Assessment
? 10% - each
NP

end of year Tric 3rd yr

Mx Obstetrics - as Anti Med Mx. (full study)
bed social studies & 2hr paper / Essay - 7000 words

④

Mx { Pediatrics / as Ac. Med Mx.
Psych nursing - } Case studies + oral assessment
Mx { Community nursing - }

+ 1 3hr paper on medicine & nursing.

Honours :- B.Sc.

3
2 course
1
2

X swap

16 clo.

$3\frac{3}{4}$

$4\frac{1}{2}$

$-\frac{1}{4}$

6

$-1\frac{1}{2}$

$2\frac{1}{4}$

$12\frac{1}{4}$ $8\frac{1}{4}$

	$-\frac{3}{4}$		
	-1	$-1\frac{1}{2}$	
$4\frac{1}{2}$	$5\frac{1}{4}$	$2\frac{1}{4}$	$12\frac{1}{4}$

PROPOSAL - DEGREE IN NURSING STUDIES AND SOCIAL POLICY

Introductory → (to be written)

To provide for both an honours degree in Social Policy and a professional nursing qualification within the compass of a four-year degree.

1. The principles upon which this proposal is based are as follows:-

- (a) The bulk of the professional teaching should be carried out in full-time blocks of eight weeks.
- (b) The medical sciences should be taught both as a foundation course and as part of the professional teaching with which they should be integrated.
- (c) The students should receive the bulk of their academic teaching on courses taken in common with other university students.
- (d) The academic programme should constitute an integrated degree in the social sciences studied at honours level.
- (e) The professional programme should constitute a complete professional training at a high professional standard.
- (f) The students would be given an opportunity to relate their academic teaching to the professional training and to use their professional experience in the later courses of their academic programme, but this was not intended to be an integrated degree in which each element was specially designed to fit into a single integrated curriculum.

2. The following administrative factors influenced the planning of the proposal:

- (a) The Degree must be completed in four years.
- (b) It must be based on course-units and be governed by the University regulations relating to such degrees.
- (c) The academic teaching must take place in the ordinary University terms.
- (d) The students would require the usual opportunities for vacation reading and revision.
- (e) Examinations (but not the assessment of course work and practical work) must take place in early June of each year.

3. Of course, some of the principles in paragraph 1 are in conflict with one another as well as with the administrative constraints set out in paragraph 2. The proposal incorporates the following features designed to resolve these difficulties.

- (a) The bulk of the long vacations should be used for professional training. Ideally, students should be free to use the long vacation for reading outside their course and for such experiences as foreign travel. In practice however, students are obliged to undertake paid employment as a means of subsisting over a period for which they have no grant and certainly if they are to attempt anything like foreign travel. We therefore propose to use the long vacation, except for a minimum of four weeks continuous break and for short breaks between courses where necessary, for professional training.

- (b) The second University session (including the Xmas and Easter breaks) should be entirely devoted to academic work, allowing the students to be fully integrated with other second year students and to attain a high level of academic performance through full time study. Of course this means that students will not be involved directly in professional training for nine months, and we accept this.

- (c) The first University session should include a professional training component consisting of one-day week hospital experience and half-day a week professional teaching designed to back up that experience. The academic programme must be curtailed to allow this, but not in proportion, since we intend as now to recruit only able students with a genuine vocation and we can expect from such students above the average effort.

- (c) As the first and second years' work is designed principally to meet the requirements of the academic programme, so the structure of the third and fourth years' programme is designed mainly to meet the requirements of the professional training, and particularly the need for full-time teaching blocks. In both years, the long vacation block is followed by two winter blocks which occupy the period from mid September to mid January. Academic work is thus confined to the second half of the session, i.e. in the jargon of a course unit degree, the courses in these years will be "semester-based". In the third session the students will take only one academic course so that 50% of their time in the second half of the session (or semester) will be given to professional training.

Special attention has been given to selecting a professional course where the experience need not be full-time and which will relate to the academic course which the students will be studying at the same time. In the fourth year both courses in the second semester will be academic but one will consist of an Extended Essay which will incorporate the student's professional as well as his or her academic study and will be supervised principally by the senior professional teacher. It is here, and in the course on the Sociology of Medicine which the students will take at the same time, that there will be a real opportunity for the students to integrate their professional with their academic study.

- (e) It is recognised that the degree course is a demanding one and we consider that this is as it should be in a degree which incorporates both an academic education to honours degree level and a professional training each of which on its own would ordinarily take a student three years. We propose to do this by accepting only good applications, by requiring them to work at an above average level of effort, and by using professional experience in the academic programme of the third and fourth years in substitution for academic courses that ordinary students would take in their third year, so that the students are able to reach honours level on the basis of a reduced academic programme. Even so, we recognise that some students may not be able, perhaps because of illness or other personal difficulties to reach the high professional and academic standards we demand in four years. For such students, we would make arrangements to extend the professional training

into the first term of the fifth year and to make the award of State Registration dependent upon carrying out that extended training (which would usually comprise a block or a part of a block missed during the four years) and passing the assessment associated with it. We would also retime the academic programme to allow a student to take a fifth year and of course a student is always able to retake failed exams the following year without repeating the course. We would emphasise that we are thinking only of the odd student and he or she not every year and that we are not thinking of the student who simply fails and deserves to fail, who would have to repeat at least the whole of one session's work or withdraw altogether.

4. The assessment of the Professional Units has to be accommodated within University Regulations that are only just being developed to deal with Nursing Studies Degrees and the precise administrative structure set out below may need to be modified. Whatever was done in that respect however would not affect the arrangement of the curriculum. This curriculum has three elements:
 - A - units that provide the student with elements of an education in the social sciences;
 - B - units that provide the student with elements of a professional training;
 - C - units that provide the student with elements of academic learning that applies the social sciences to areas of knowledge directly relevant to professional nursing.

Only B and C units will be regarded as recognised units in Nursing Studies. B units will include both theoretical teaching and practical experience; A and C units will be based entirely on academic learning.

The Degree will comprise 16 units as follows:-

A - 6; B - $6\frac{1}{4}$; C - $3\frac{3}{4}$

so that the proportion of Nursing Studies to the whole is some 60 - 65%. Any further changes in the scheme will not change the overall balance.

5. A units will consist of:-

1st Year	-	Introduction to Social Theory	($\frac{1}{2}$ unit)
		Introduction to Social Structure	($\frac{1}{2}$ unit)
		Introduction to Social History	($\frac{1}{2}$ unit)
		Introduction to Research Methods	($\frac{1}{2}$ unit)
		Introduction to Economics	($\frac{1}{2}$ unit)
2nd Year	-	Social Policy	(1 unit)
		Methods of Social Research	(1 unit)
		Social Studies of Industrial Societies	(1 unit)
		Introduction to Social Administration	($\frac{1}{2}$ unit)

C units will consist of:-

2nd Year	-	Administration of the Health Services	($\frac{1}{2}$ unit)
3rd Year	-	Psychology	(1 unit)
		Counselling	($\frac{1}{4}$ unit)
4th Year	-	Sociology of Medicine <i>Excluded</i>	(1 unit)
		Extended Essay <i>Health Care</i>	(1 unit)

Each A and C unit is by definition the equivalent of one third of a Session's work for an average student and therefore comprises the equivalent of 10 weeks or a notional 400 hours work from the student.

TITLE	WHEN TAKEN	HOW TAKEN	NUMBER OF HOURS		TOTAL HOURS
			THEORY	PRACTICE	
Psychiatric Nursing. (1/2 unit)	November - January 4th year	8 week block	64	256	320
Geriatric Nursing. (1/2 unit)	4th year vacation	8 week block	64	256	320
Consolidation	August - September 4th year	4 week block	16	144	160
TOTAL =			1032	2416	3448

SUMMARY

	Hours of Academic Work in Social Sciences.	Hours of Academic & Theoretical Work in Nursing Studies	Hours of Hospital Experience
A - Units	2400		
B - Units		1032	2416
C - Units		1533	
TOTAL =	2400	2565	2416
		<u>4981</u>	

The proposal for the professional units is as follows:-

FIRST YEAR FOUNDATION COURSE

First Term -

1 1/2 days / week (12 hours) for 11 weeks

MEDICAL ALLOCATION - 132 hours

Theory - 44 hours

Practice - 88 hours.

Second Term -

1½ days / week (12 hours) for 10 weeks

SURGICAL ALLOCATION - 120 hours

Theory - 40 hours

Practice - 80 hours

Third Term -

1½ days / week (12 hours) for 3 weeks

GERIATRIC ALLOCATION - 36 hours

Theory - 12 hours

Practice - 24 hours

Included in the theory will be a 2 hour written paper.

Total theory - 96 hours

Total practice - 192 hours

Philosophy of the Foundation Course:-

- (a) To provide the learner with a foundation of the skills and attitudes necessary to function under supervision as a useful member of the ward team in medical, surgical and geriatric areas.
- (b) To furnish the learner with a sound basis of knowledge and to kindle in her / him an interest in its furtherance.

MEDICAL ALLOCATION

AIMS:-

- (i) To recognise the needs of an ill person and to gain the knowledge, skills and attitudes necessary to promote their fulfilment.
- (ii) To appreciate the related roles of other caring professions in health care.
- (iii) To perceive, interpret and relate important information and findings appropriately.

MEDICAL ALLOCATION

OBJECTIVES:-

By the end of the medical allocation the learner will be able to:-

- (i) Care for ill and / or helpless people.
- (ii) Make simple assessments of their individual needs and communicate these.
- (iii) Assist in the:-
 - Nutrition
 - Evacuation
 - Hygieneof people in hospital.
- (iv) Assist the patient to adjust to changes in his circumstances.
- (v) Make and record clinical observations and measurements.

At appropriate times throughout the allocation the learner will be taught related theory to form a rational basis for efficient and logical nursing care.

SURGICAL ALLOCATION

AIMS:-

- (i) To equip the learner with skills and attitudes necessary to assist individual patients in their preparation, recovery and rehabilitation while undergoing surgery.
- (ii) To direct the learner's interest towards the acquisition of such knowledge as will benefit his / her nursing care of patients undergoing surgery.

SURGICAL ALLOCATION

OBJECTIVES:-

By the end of the surgical allocation the learner will be able to:-

- (i) Demonstrate the admission procedure for:-
 - (a) Patients for emergency surgery.
 - (b) Patients for elective surgery.
- (ii) Care for the patient in the pre-operative phase.
- (iii) Care for an unconscious patient.
- (iv) Care for the patient following surgery and during this post-operative phase, give reasoned care in order to prevent complications.
- (v) Relate methods of sterilization with prevention of cross - infection.
- (vi) Dress a wound using the aseptic technique.
- (vii) Give reasoned care to patients with stitches / clips / drains.
- (viii) Demonstrate her knowledge of fluid balance by:-
 - (a) Care of intra-venous infusions and blood transfusions.
 - (b) Care of urinary drainage.
 - (c) Care of naso-gastric tubes.

Links between theory and practice will be made throughout the allocation.

GERIATRIC ALLOCATION

AIMS:-

This short allocation will enable the learner to appreciate the special problems of caring for the elderly in hospital and at home.

The aims will be achieved by:-

- (1) Experience of nursing in the geriatric unit.
- (2) Visits with the geriatric health visitor / social worker.
- (3) Visit to the Day Hospital.
- (4) Participation in case conferences with the multi-disciplinary team.

INTRODUCTION TO MEDICAL SCIENCES

10 Week Block.

Theory - 400 hours.

A foundation course in the medical sciences.

- (a) to enable the student to apply scientific principles to patient care in the clinical area.
- (b) as a preparation for further study in relevant blocks.

Anatomy - 8 hours a week.

Physiology - 8 hours a week.

The time to incorporate laboratory work and demonstrations.

Knowledge given here fundamental to the understanding of both health and disease.

INTRODUCTION TO PATHOLOGY

2 hours a week.

Lectures on basic principles necessary in all aspects of nursing care e.g.

- healing
- thrombosis
- infarction.

INTRODUCTION TO MICROBIOLOGY

2 hours a week.

(To include laboratory work.)

To consolidate principles of infection control.
Fundamentals of microbiology.

INTRODUCTION TO PSYCHOLOGY

1 hour a week.

A basic course as an introduction to psychology lectures in the 2nd Academic year.

To provide the learner with a "toolkit" of terminology.

The introduction to Medical Sciences will be tested by a 3 year written paper.

SECOND YEAR

8 week nursing practice block - 320 hours.

Theory - 8 study days = 64 hours.

Practice - 256 hours.

Allocation to a ward for patients with chronic medical disorders needing long term care e.g. radiotherapy, neurology, rheumatology. Night duty will be included.

AIMS:-

- (i) To consolidate nursing skills and knowledge gained in the foundation course.
- (ii) To learn to apply a problem solving approach to the care of the chronic sick and the dying in hospital, and to know the services available for them in the community.
- (iii) To enable the learner to have a general knowledge of oncology (e.g. incidence, diagnosis, prevention and treatments in common use).

OBJECTIVES:-

By the end of the allocation the learner will be able to:-

- (i) Identify the social, psychological and physical needs of his / her patients by taking a nursing history.
- (ii) Assist in planning the appropriate care for his / her patients by attendance at ward team case conferences.
- (iii) Plan and assist in all therapeutic measures relating to the above.
- (iv) Review the care of a patient by presenting a care study.

The study days will attempt to correlate theory and practice.

THIRD YEAR

8 week allocation - 320hours

Theory - 64 hours

Practice - 256 hours

ACUTE MEDICAL NURSING ALLOCATION.

AIMS:-

- (i) To enable the learner to comprehend the disease process in common medical conditions in relation to the total multi-disciplinary care the patient requires.
- (ii) To continue to develop in the learner her / his powers of observation and communication in order that accurate observations and measurements are made and recorded.
- (iii) To continue to develop in the learner the skills and understanding necessary for giving comfort to the patient and administering appropriate therapy.

OBJECTIVES:-

By the end of the allocation the learner will be able to:-

- (i) Recognise common medical emergencies and begin to apply appropriate first aid measures.
- (ii) Describe the common medical disorders and relate them to the patients' signs and symptoms.
- (iii) Make and record accurate general medical observations.
- (iv) Give both physical and psychological comfort to the patient.
- (v) Administer and / or assist in all therapeutic measures needed by the patient.
- (vi) Apply problem solving techniques to patient care.

Six week allocation to ACUTE SURGICAL EXPERIENCE - 240 hours

Theory - 48 hours

Practice - 192 hours.

AIMS:-

To enable the learner to recognise her dual function;

- (i) In supporting individual patients throughout their time in hospital.
- (ii) In practicing the surgical techniques required for a successful outcome for the patient.

OBJECTIVES:-

By the end of the allocation the learner will be able to:-

- (i) Review surgical principles learned in the foundation course.
- (ii) Recognise signs and symptoms of common surgical emergencies.
- (iii) Recognise and assist in the treatment of shock, haemorrhage and fluid loss.
- (iv) Assist in the management of:-
 - (a) Multiple injuries.
 - (b) Head injuries.
 - (c) Burns and scalds.
 - (d) Crush injury.
 - (e) Intestinal obstruction.
 - (f) Internal haemorrhage.
- (v) To give general nursing care to the patient including:-
 - (a) Principles and methods of replacement of body fluids.
 - (b) Principles of nutrition for the surgical patient.
 - (c) Preparation of the patient for investigations.

Surgical techniques in relation to post-operative nursing of patients having undergone surgery of:-

- (a) Thorax and Abdomen.
- (b) Genito-urinary system.
- (c) Limbs.
- (d) Ear, Nose and Throat, and Endocrine Surgery.

Three week allocation to the OPERATING THEATRE DEPARTMENT

2 weeks in theatre - 80 hours

1 week in recovery room - 40 hours.

AIM:-

To develop in the learner an understanding of the principles and practice of total Operating Department Nursing, (to include the anaesthetic room, operating theatre and recovery room), in relation to total nursing care.

OBJECTIVES:-

To the objectives of the experience are to enable the learner to:-

- (i) To observe the principles of surgery being put into practice.
- (ii) To gain an understanding of the principles of asepsis.
- (iii) To learn about the care of patients during the anaesthetic phase and to realise the importance of adequate pre-anaesthetic preparation and care.
- (iv) To observe the care of patients during the immediate post-anaesthetic recovery phase.
- (v) To recognise abnormalities in the immediate post-surgical phase.

Experience in TRAUMA and MANAGEMENT OF SURGICAL EMERGENCIES

2½ days / week for 10 weeks = 200 hours.

OBJECTIVES:-

By the end of this experience the learner will be able to:-

- (i) Apply the principles of first aid in the home and in hospital.
- (ii) Apply methods of artificial respiration and resuscitation.
- (iii) Recognise signs and symptoms of common surgical emergencies.
- (iv) Recognise and assist in the treatment of shock, haemorrhage and fluid loss.
- (v) Begin to understand the management of:-
 - (a) Multiple injuries.
 - (b) Head injuries.
 - (c) Burns and scalds.
 - (d) Crush Injury.
 - (e) Fractures, Sprains and Dislocations.
 - (f) Intestinal obstruction.
 - (g) Intestinal haemorrhage.

Experience in GYNAECOLOGICAL NURSING

2½ days / week for 6 weeks = 120 hours

AIMS:-

- (i) To introduce the learner to her dual role as woman and health educator by her understanding of the need for family planning and "well woman" clinics.

- (ii) To give the learner experience in nursing women with gynaecological disorders with special emphasis on "accurate empathy, non-possessive warmth and genuineness".

OBJECTIVES:-

By the end of the experience the learner will be able to:-

- (i) Describe the anatomy and physiology of the female reproductive system and fertilization.
- (ii) Apply a problem solving approach to the nursing care of women following:-
 - (a) Hysterectomy.
 - (b) Repaid of prolapse.
 - (c) Abortion - therapeutic and spontaneous.
 - (d) Cancer.
 - (e) Investigations.

This links with counselling unit in the academic course which runs concurrently.

OPTIONS

- A. 8 weeks allocation to OBSTETRICS - 320 hours.

AIMS:-

To introduce the learner to the theory and practice of midwifery in order to:-

- (i) Gain sufficient knowledge to give support to pregnant women and guidance regarding the advice they should seek.
- (ii) Encourage interest in future professional training.

- (iii) Act as a self-preparation for parenthood.

OBJECTIVES:-

By the end of the allocation the learner will be able to:-

- (i) Assist the midwife or doctor with antenatal care.
- (ii) Assist the midwife or doctor conducting labour.
- (iii) Give post-natal care.
- (iv) Teach and help the mothers to care for their newborn babies.
- (v) Assist with babies needing special care under the supervision of the midwife and paediatrician.
- (vi) Understand the continuing care of mother and baby following discharge from hospital.

B. 8 weeks allocation to PAEDIATRICS - 320 hours.

(N.B. Student will have completed the academic unit in Psychology)

AIMS:-

To develop an understanding of child care in health and sickness.

OBJECTIVES:-

At the end of the allocation the learner will have gained knowledge of:-

- (i) Normal development of the child.
- (ii) (a) Common medical and surgical disorders in childhood.
(b) Total nursing care of the sick baby, toddler and child.

- (iii) Effective communication skills.
- (iv) The causes and management of physical and mentally handicapped. Psychological / social deprivation and their effects on the child and the family.
- (v) The organization of the paediatric services within the District.
- (vi) Teaching skills in order to communicate the principles and practice of child care.

C. 8 week allocation to PSYCHIATRY - 320 hours.

AIM:-

To introduce the learner to the importance of effective care and understanding in the treatment of the mentally ill and encourage the development of basic nursing skills in such treatment.

OBJECTIVES:-

Clinical At the end of the allocation the learner will have begun to develop basic social and practical skills in treating the mentally ill.

Communication At the end of the allocation the learner will appreciate the importance of effective communication between staff / staff and staff / patients and will have learned to apply scientific methods in observing, reporting and participating in clinical meetings.

D. 8 weeks allocation to GERIATRICS - 320 hours.

AIM:-

To enable the student to participate actively in the multi-disciplinary care of the elderly patient both in hospital and in the community.

OBJECTIVES:-

By the end of the allocation, the student will be able to:-

- (i) Assess the needs of the patients and plan the care required. (Take a nursing history.)
- (ii) Carry out the nursing skills necessary for such care.
- (iii) Evaluate the total care given with reference to the physical, psychological and social problems existing. (Problem solving approach.)

Link with medical sociology unit in the academic course.

E. Consolidation Block

4 weeks allocation - 160 hours.

AIM:-

To enable the student to act as a senior nurse on a ward and develop her managerial skills.

be presented thus:

First, a nursing history will be taken and needs and problem areas isolated.

Second, a nursing care plan will be formulated and initiated.

Third, following the implementation of the care plan, the whole situation will be evaluated and any necessary modification made.

In preparing for this assessment, the learner will employ a problem solving approach.

- e) November/December 3rd Year - Acute Surgical Nursing as for (d) above.

- f) 2nd Semester 3rd Year - Gynaecological Nursing. The learner will be presented with a "work book" which will need to be completed during the allocation, and will require in its completion an application of theory and an understanding of the principles underlying the nursing of gynaecological patients.

- g) 3rd Long Vacation - Obstetric Nursing
- h) September/October 4th Year - Paediatric Nursing
Both (g) and (h) will be evaluated by a multiple choice questionnaire.

- i) November/January 4th Year - Psychiatric Nursing

- j) Vacation - 4th Year Geriatric Nursing
In both (i) and (j) the learner will be expected to employ the specific contents of the course in the presentation of cases to a multi-disciplinary audience. Assessment of this case presentation will be made by the relevant course tutors.

A SYSTEM OF PROFESSIONAL ASSESSMENT

It is envisaged that the learners will be assessed continuously during the whole length of the course, as follows:

1. Every aspect of work in the wards will be assessed by trained staff and will take the form of ward reports.
In addition, monitoring of progress in practical and managerial skills will be carried out by tutorial staff at frequent intervals.

2. Continued assessment of the learner will follow thus:

- a) At the end of the first year, to evaluate the Foundation Course a two hour essay-type paper will be answered by the learners. This paper will contain questions to test the learner's progress in basic nursing skills. It will be aimed at evaluating the learner's ability to translate theory into practice when applied to medical, surgical and geriatric areas, and to assess the learner's usefulness as a member of the ward team.

- b) Following the introduction to the Foundation Sciences - the learner will be assessed in each subject. The form this paper takes will depend on the individual tutors, but the assessment will be a written one.

Papers will be set in: Anatomy & Physiology
Pathology
Microbiology
Psychology - NO! (no exam)

This session will take place in the 1st long vacation.

- c) The nursing practice on long-stay wards will be evaluated by the presentation of a care study. As this experience follows the completely academic second year of the course, the care study will be a piece of written work looking at one patient's total care. The academic content of the first 2 years of the course will enable the learner to view the patient with greater insight using the tools given him/her during lectures in sociology and administration of health services. This takes place in the second long vacation (2nd year)

d) September/October 3rd Year - Acute Medical Nursing

(i) Multiple Choice questionnaire

(ii) An assessment of the learner in the ward.

This will evaluate the care given to one patient and will