

Addendum,  
October, 1982.

CORE COURSE IN NURSING

All of the nursing practice performed in hospital and elsewhere forms the basis of the core course throughout the year.

The course is divided for reasons of convenience only into two parts. These parts are, however, conceptualised as one whole and provide for a basis to build upon for the acquisition of knowledge of and about nursing practice and organisation. While the course makes no claim for an in-depth analysis of the subjects discussed, nursing students are required to accept responsibility for their own learning to reconsider the same subjects at more depth throughout the next four years.

One part of the course (responsibilities: Mrs. E. Meerabeau) is concerned partially with simple nursing procedures and mainly with the ADL's, the "activities of daily living". These refer to physiological/psychological/social phenomena deemed essential for the survival of the human being. Wednesday afternoon sessions acquaint you with that part of the course's concepts and ideas, the debate about activities of daily living as a basis for nursing, the literature supporting/negating their usefulness or highlighting the implications of their neglect, and appropriate physiological measurements.

The other part of the course runs alongside it, as it were, scrutinising such themes and topics of and associated with nursing, its practice and organisation, as are believed at the moment to be essential for an understanding of the delivery of nursing care. This part will partially augment and partially overlap with the fortnightly Monday sociological seminars where appropriate concepts and theory are applied to nursing.

On Mondays we try and understand sociology; on Wednesdays we try and understand nursing.

Broad Objectives:

- 1) for students to become aware of the dimensions of nursing.
- 2) for students to become aware of the nature of historical changes in relation to nursing, medicine, health care delivery and nursing practice as a preparation for becoming change agents themselves.
- 3) for students to become aware that nursing does not take place in a vacuum but is a social institution which incorporates its surrounding culture.

- 4) for students to learn to use appropriate literature to support/refute their arguments.
- 5) for students to become competent in the presentation of oral papers and competent as debaters.

#### Teaching Methods

We use the seminar or the workshop method. Each session will be prefaced by introductory remarks - a form of lecturette - on the subject to be discussed. This is followed by a workshop where students will display their participation by the submission of papers on the basis of the reading so that in the ensuing discussion the essay questions can be debated.

-----

#### SESSION 1:

##### The Nature of Nursing:

Nursing practice and organisation has changed over time and continues to change. We will trace its origin, its move from an all-embracing notion of care to quite specific orientation. We will discuss the implications of this change for professional boundaries, for nursing practice.

##### Essay questions and questions that need answering:-

- (a) Chart and discuss the changes in nursing practice over time.
- (b) What are the implications for the nurse, the doctor and the patient of the changes that have taken place in nursing over time?
- (c) Discuss some of the main factors responsible for the changes over time.

Readings : Use the four books required reading during the first term;

Additionally:

Draper, J. From handmaiden to health specialist?  
Nursing Mirror, 1981; 152, 26. pp.22-4.

Department of Health & Social Security

Report of the Committee on Nursing (Cmd.5115) (1972).  
Chairman: Prof. A. Briggs, HMSO, London.

McFarlane, J.K. A Charter for Caring.  
Journ. of Adv. Nursing, Vol.1, No.3, (May 1976),  
pp.187-196.

SESSION 2:

The Nature of Nursing Work:      What do Nurses do?

We discuss the work of the nurse and review briefly different types of nursing, associated with or separated from medical specialities. We will also discuss the nature of nurses' work in relation to women's work using the historical approach specifically to demonstrate how it has become caught up in the sexual division of labour.

Essay questions and questions that need answering:

- (a) Historically, society's reward system has apportioned a low priority to nursing - and to housework. Using literature sources : discuss why this might be the case and suggest how change might be effected.
- (b) What is meant by the term 'sexual division of labour'? How does this relate to nursing and what are the implications of a sexual division of labour for nursing?

Readings:

- Merrison, Sir A.      Royal Commission on the National Health Service, HMSO, 1979. Chapter on nursing and references to nurses.
- Goddard,              The Work of Nurses in Hospital Wards; London, Nuffield Provincial Hosp. Trust., 1953.
- Rosenthal, C. & Marshal, V.      Nurses, Patients and Families. 1980. Croom Helm.
- Garmarnikow, E.      Sexual Division of Labour: the case of nursing, in: Feminism and Materialism; Routledge & Kegan Paul, 1978, pp.96-123.
- Dean, M. & Bolton, G.      The Administration of Poverty and the development of Nursing Practice in 19th Century England, in: Davies, C., Re-Writing Nursing History; (1980), Croom Helm.
- Coote, A. & Campbell, B.      Sweet Freedom; (1982), paperback.
- Mackie, L. & Pattullo, P.      Women, Women at Work; (1977), Tavistock.

-----

SESSIONS 3 and 4

Health/Illness Dimensions:

These sessions will explore what is understood by health/illness/disease and dis-ease. What is healthy and what is ill is not only far from clear-cut, but also ideas about it change from era to era. As nurses, we must learn to understand that patterns of health and illness reflect the social structure which in turn determines its patterns. As nurses are mostly concerned with individual patients and their health problems and sometimes with groups of patients and their health problems, nurses need to understand these relationships and to recognise their own contribution to health.

Essay questions and questions that need answering:

Using literature sources:

- a) Discuss why the notion of health and illness is not a clear-cut issue.
- b) McKeown argues that medical innovations have done very little to foster healthier populations. What evidence does he bring to bear to support his arguments and what are the implications for nursing?
- c) Discuss how Doyal explains the relationship between social structure and disease. Has her model anything to offer for nursing?
- d) Discuss some of the main factors which influence health and disease phenomena.
- e) Discuss Ian Kennedy's argument that medicine has taken the wrong path. Seeing that medicine and nursing are closely allied, where does that leave nursing? Discuss.
- f) Discuss the statement that disease is not relevant to becoming a patient, that a lot of people can be demonstrated to be ill, yet they themselves feel healthy. What are the implications for nursing?

Readings:

- |                                |   |
|--------------------------------|---|
| Murcott, A.                    | Health is Ideology; in: Atkinson, P. et al (eds.), <u>Prospects for the National Health</u> (1979). Croom Helm. |
| Doyal, L.                      | <u>The Political Economy of Health</u> (1979). Chapter 2.   |
| McKeown, T.                    | <u>The Role of Medicine</u> (1976). Chapters 2,3,4,5,6.   |
| Kennedy, Ian                   | <u>The Unmasking of Medicine</u> (1981). Allen & Unwin.   |
| Black,                         | <u>Inequalities of Health</u> . Penguin.  |
| Torman, R.                     | <u>Social Causes of Illness</u> , a Candor Book (1979). Souvenir Press (E.& A.) Ltd.                            |
| Pearse, Innes H. & Crockel, L. | <u>The Peckham Experiment</u> (1943). George, Allen & Unwin.  |

- Robinson, D.                    The Process of Becoming Ill. (1971).  
Routledge & Kegan Paul, London.
- Zola, J.K.                      Medicine as an Institution of Social Control, in:  
Cox, C. & Mead, A. (eds.), A Sociology of Medical  
Practice. (1975). Collier-Macmillan, London.
- Dubois, Renee                 Man, Medicine and Environment (1968). Pall Mall Press.
- Illich, I.                        Limits to Medicine: Medical Nemesis. (1976). Boyars.

-----

SESSIONS 5 & 6.

The 'Nursing Process'

In Great Britain during the 1950s and 1960s, a major debate in nursing went on, indicating a lot of discontent. Nurses were unhappy about the organisation and the quality of care and a device called the 'Nursing Process' was heralded in as a solution to all ills. These two sessions will discuss the historical origins of the nursing process, will discuss meanings of and about the process - and its likely contribution to care and implications for patients and nurses.

Essay questions and questions that need answering:

Using literature sources:

- a) Why was the Nursing Process introduced? Discuss some of its implications for nursing.
- b) The Nursing Process is a fashionable term for what has always been understood as good care. Discuss.
- c) The Nursing Process is no more than a series of documentation. Discuss.
- d) Some of the implications of the nursing process relate to professional rivalry. Discuss.
- e) The nursing process is a charter for patient participation. Discuss, highlighting some of likely problems emerging.

Readings:

- Marks-Maran, D.                Patient allocation versus task allocation in relation  
to the Nursing Process; Nursing Times, 1978,74: 413-6.
- Harris, R.B.                    A Strong Vote for Nursing Process; American Journ. of  
Nursing, 1979, 79, 1999-2001.
- Norton, D.                      The Quiet Revolution: introduction to the Nursing  
Process in a region. Nursing Times, 1981, 77: 1067-9.
- Kershaw, J.E.M.                The Nursing Process: teaching and evaluation of care.  
Nursing Times, 1981, 77:1126-8.

- Marriner, A.                    The Nursing Process: a scientific approach to nursing care. (1975). C.V. Mosby Company.
- Ashworth, P., Castledine, G. & McFarlane, J.K.                    The Process in Practice; Nursing Times, Vol.74, No.45, supplement 30.
- Carpenter, M.                    Left Orthodoxy and the Politics of Health; Capital and Class, No.11 1980, Summer.
- 

SESSION 7

Hospital Structure:

Nurses work mainly inside a hospital. They need to understand its function, its structure, its diverse goals, its inherent conflicts. The session will explore these topics.

Essay questions and questions that need answering:

Using literature sources:-

Trace the development of the British hospital and comment on the likelihood of it containing diversified functions.

Reading:

- Woodward, J.H.                    To do the Sick no Harm. (1974), Routledge & Kegan Paul.
- Abel-Smith, B.                    The Hospitals, 1800-1984. (1964). Heinemann.
- Abel-Smith, B.                    A History of the Nursing Profession.
- White, R.
- 

SESSION 8

The National Health Service

Most nurses in Great Britain are employed by the NHS and they therefore need to understand its origins, its changing developments and its organisational operation. The session will explore those issues merely from a descriptive point of view.

Essay question and questions to be answered:

Trace the developments since 1948, using literature sources.

Reading Material:

- New Society Pamphlet A Guide to the New N.H.S. (1974).  
Ross, I. The National Health Services in Great Britain.  
(1952), O.U.P.  
Willcocks, A.J. The Creation of the National Health Service.  
(1967), Routledge & Kegan Paul.
- 

SESSION 9

A Conceptual Framework for Nursing Practice

We will use the last session to work out for ourselves what sort of knowledge we require to become competent nurses. A broad summary of the previous literature discussed in the sessions should provide guidelines.

Essay questions and questions to be answered:

Using literature sources:-

- a) Trace changes in the knowledge base for nursing since Florence Nightingale's book on nursing.
- b) What sources of knowledge to nurses require and why?
- c) Discuss factors which influence the development of nursing knowledge.
- d) Nursing knowledge and nursing practice is historically and culturally determined. Discuss.

Reading Material:

- Nursing Mirror 10th June 1955, p.720.  
Royal College of Nursing Standards of Care (1970).

and use other material from the course.

- Wilson, K. A Study of the Biological Sciences in relation to Nursing. Monograph No.4, Univ.Edinburgh, 1975.  
Austin, R. Practising Health Care: the Nurse Practitioner, in: Prospects for the National Health, Atkinson, Dingwall and Murcott, eds.). (1979), Croom Helm.

Marion Ferguson,  
December, 1982.