

University of London

SPECIAL ADVISORY COMMITTEE IN NURSING STUDIES

There will be a meeting of the Special Advisory Committee in Nursing Studies on Friday 13 May 1983 at 2.30 pm in Senate House

AGENDA

1. MINUTES

TO CONFIRM: The Minutes of the meeting on 18 March 1983 (previously circulated)

2. MEMBERSHIP

TO CONSIDER: The appointment of Officers for the academic year 1983-84. The following are the Officers in the current academic session:

- Chairman: Prof T E Oppé (St My's HMS)
- Deputy Chairman: Prof J H Green (Midx HMS)
- Secretary: Mrs J M Longden, Senate House

TO REPORT: Since the last meeting, Professor C Wastell (Westminster MS) has been appointed as the second representative of the Board of Studies in Surgery.

3. WORKING PARTY REPORT ON NURSING STUDIES

TO REPORT: (1) The letter from the Chairman, circulated as Document A with the Minutes of the February meeting, was sent to the Vice-Chancellor on 11 April.

(2) Comments have now been received by the Vice-Chancellor from Schools, Boards of Studies and other University Committees. The response from the Principal of Bedford College includes the following:

"Our acceptance of the recommendation that Nursing Studies should cease to be taught at Bedford College after our present students have graduated, stems from our recognition of the problems of resources both at the level of the University and internally. The Nursing Studies degree at Bedford had scarcely time to establish itself when reductions in staff as a result of freezing vacancies have put serious pressure on other very important and successful courses which the Department offers. At the present moment, therefore, it is clearly best to concentrate the numbers of Nursing Studies' students at Chelsea and enable our own Department to concentrate on these other courses."

(3) The following summary has been made of all responses received:

"The main recommendation of the Working Party, that the Bedford course should close and the intake on the Chelsea College course should be correspondingly increased, is broadly accepted by all respondents including both Bedford and Chelsea Colleges, although ULU believes that other options for the location of the Bedford Department should have been considered.

The hope is expressed by Bedford and the Special Advisory Committee in Nursing Studies that additional courses might eventually be made available and a second department established. QMC urge that related degree courses such as the one offered in collaboration with the Princess Alexandra School of Nursing at the London Hospital should continue to be maintained.

Chelsea and the Special Advisory Committee in Nursing Studies welcome the proposal that the University should undertake a study of the wider field of degree courses in Health Sciences, and the UCL response calls for another working party to examine the UCL/Middlesex proposals for paramedical studies. The Academic Advisory Board in Medicine considers that any working party established to study proposals for degree courses in 'Health Sciences' should consider very carefully whether it is in the long-term interests for these subjects to be placed in an academic setting in all cases and also "what would be the best place for the Nursing Studies degree course in the long term".

4. BSc COURSES AT BEDFORD COLLEGE

TO CONSIDER: (i) An interim report on the course Therapeutics and Pathology; (ii) Revised proposals for the following new 3rd year courses:

S380	Issues in Maternal, Child and Family Health	(1 cu)
S302	Research in Methods of Nursing	(1 cu)
S326	Health Care in Britain	(1 cu)
S401	Extended Essay in Nursing	(1 cu)

TO REPORT: (1) At the meeting on 18 February, revised proposals for the course Therapeutics and Pathology were approved but it was agreed that, now that a Visiting Examiner for the 1983 examinations has been appointed (Dr Joseph Laity, Charing Cross HMS), the Committee would wish to receive a report on an interim mid-session examination which he would be asked to assess.

(2) The four new 3rd year courses were discussed in some detail at the meeting on 18 February when a number of points were made. Whilst Bedford College will be taking these into account in the teaching of these courses it is understood that minor amendments only will be needed in the formal course proposals which will be tabled.

5. PANEL OF VISITING EXAMINERS IN NURSING STUDIES, 1984

TO CONSIDER: A Panel of Visiting Examiners in Nursing Studies for 1984.

TO REPORT: (1) The 1983 Panel is given in Document A. Since the last meeting Professor C Armstrong-Esther, Professor of Nursing, University of Surrey has been added to the Panel by Chairman's action and will be examining at Bedford College.

(2) Although a Visiting Examiner should not normally serve for more than 3 years at one college, the SAC have previously considered 4 years to be an acceptable norm in order to provide some continuity over each year of the 4 year degree course. The Heads of the Departments at Bedford and Chelsea Colleges have been asked for suggestions for 1984 and these will be available at the meeting.

6. APPOINTMENT OF HIGHER DEGREE EXAMINERS AND NOTIFICATION OF THESIS TITLES

TO CONSIDER: The appointment of Examiners for Higher Degree students, and

TO RECEIVE: Notification of thesis titles.

Internal MPhil

GOULD, Dinah (ChelC)	Title: Patients perception of their recovery one year after hysterectomy Suggested Examiners: Prof E Paykel (St George's HMS) Dr M Johnston (RFHSM) Dr J Wilson-Barnett - Supervisor
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TO REPORT: At the Special Meeting on 18 March the SAC appointed Dr Johnston and Prof Paykel to act with Dr J Wilson-Barnett as Examiners for a PhD candidate (Christine Webb) whose thesis title is "A Nursing study of recovery from hysterectomy".

7. PROPOSED MSc IN NURSING

TO CONSIDER: Draft proposals for an MSc degree course in Nursing which Chelsea College wish to introduce in 1984 (Documents B.1, B.2 and B.3).

TO REPORT: At the request of Professor Hayward the proposals were tabled at the meeting on 18 February in order that members might have time to give preliminary consideration or comment to the Chelsea Department of Nursing Studies.

8. DATES OF MEETINGS IN 1983/84

Dates similar to those on which meetings were held in the current session would be:

Friday 14 October 1983
Friday 17 February 1983
Friday 11 May 1984

PANEL OF VISITING EXAMINERS IN NURSING STUDIES FOR
COURSE-UNIT EXAMINATIONS 1983

Anderson, Prof J A D. (Guy's HMS)

Armstrong, Dr D. (Guy's HMS)

+Baker, Miss Dorothy E, SRN SCM BSc(Soc) PhD, Dept of Nursing, Manchester University

✓+Boore, Dr Jennifer, Inst Nursing Studies, Hull University

+Crow, Dr Rosemary, MA SRN SCM HV, Director, Nursing Practice Research Unit,
Northwick Park Hospital and CRC

+Duberley, Miss J D, SRN RSCN NSC DIP ADV NURS STUD, Dept of Human Biology and
Health, Surrey University

+Faulkner, Miss Anne, Dept of Nursing, Manchester University

✓+Hawthorn, Dr Pamela, SRC SCM, Dept of Nursing, Manchester University

+Hildebrand, Prof H P, Dept of Psychology, Brunel University

Jeffrys, Prof Margot (BEdC)

? eye + ✓+Luker, Karen A, BNurs PhD, Dept of Nursing, Manchester University

✓+McFarlane, Prof Baroness, MA MSc DSc BSc(Soc) SRN SCM FRCN, Dept of Nursing,
Manchester University

+Mitchell, Prof G D, MBE BSc(Econ), Dept of Sociology, Exeter University

Robinson, Dr B V (Guy's HMS)

Segal, Dr M B (St Thos's HMS)

Stockdale, Dr Janet E (LSE)

Laity, Dr J (ChX HMS)

+ denotes an Examiner external to the University

MSc in Nursing in the Faculty of Science - (Draft Regulations)

Additional Entry Requirements:

A degree in Nursing Studies or a related subject (such as a biological or social science) and a professional nursing qualification of S.R.N., S.E.N., or R.M.N.

Curriculum

All candidates take the following courses in the first year:

Course I. Theory, Research and Practices

Nursing models will be reviewed, applied in care planning and evaluated for their use in research. Relationships between research and knowledge and the nature of nursing knowledge will be discussed.

Course II. Issues in Advanced Nursing Practice

This course will build on previous nursing experience. Recent advances in nursing practice will be assessed. Innovative roles, new methods of evaluating and organising care in hospital and community and for implementing and monitoring change, will be studied.

Course III. Research Methods and their Application in Nursing

A range of research approaches and techniques will be related to nursing problems, including descriptive and experimental methods, action research and use of inference from observations. Students will be encouraged to draft research proposals, select and practice suitable methods of analysis and presentation.

Project work in the second year is designed to give practical research experience, linked with student's clinical work, where possible. Seminars and tutorials will provide group support and individual supervision.

Duration

Part-time: 2 Calendar years.

Examination

Candidates enter the examination in two parts: Three 3-hour written papers, course assessment of six pieces of course work (2 essays, 2 seminar papers, 2 research proposals) at the end of the first year; examination of project report and oral examination at the end of the final year.

Any candidate failing the first year examination may be allowed, at the discretion of the examiners, to proceed to the second year of study but in this case will be required to take all written papers at the end of the course.

Dates of Examination

Written papers: June of the first year
Project report: by 1 September of the final year
Oral: September of the final year.

Proposals for an MSc in Nursing - Additional Information

1. Justifications for an MSc in Nursing

- 1.1. There is a need for more able researchers to evaluate nursing practice to develop a more scientific base for the discipline (Briggs Report 1972)
- 1.2. There are many nurse-graduates seeking further study and research opportunities in London (300-400 graduates qualify from shortened nursing courses for graduates or from nursing degree courses each year). At present MSc courses in allied subjects particularly sociology and education attract these students. (Hayward 1982)
- 1.3. There is only one similar course in Great Britain, at Manchester. This caters for senior professionals who are not necessarily graduates.
- 1.4. Nurse training in general is requiring a greater appreciation of the contribution of research. Basic (UKCC) and post basic, (JBCNS) curricula include research modules and research based teaching. However tutors lack a sound understanding of research methods and nursing research studies, necessary for such teaching. (UKCC 1982 Proposed Curriculum)
- 1.5. As funding for full-time postgraduate studies has been reduced (D.H.S.S. Nursing training fellowships have been discontinued) a part-time research and professional course would seem a logical development.
- 1.6. In order to bridge the gap between academic pursuits and nursing practice a course is needed. Clinical, practice research is seen as relevant to most nurses and current nursing thinking will be reflected in the content and debates of this course. (Roper 1977)

- [Briggs Report (1972) Committee on Nursing. HMSO
Hayward J. (1982) Universities and nursing education. Journal of Advanced Nursing 7 371-377.
Roper N (1977) Justification and use of research in nursing. Journal of Advanced Nursing 2, 365-371.
United Kingdom Central Council (1982). Proposed curriculum for general nurse training.]

2. Purpose of the Course

The course aims to:

- 1). Provide an evaluation of the body of research in nursing, its relationship to knowledge and the development of theory.
- 2). Give a comprehensive review of research techniques and their applications in nursing.
- 3). Prepare students to initiate and undertake research.

Students will gain advanced theoretical and applied knowledge in nursing and research methods. They will also develop skills in reviewing literature criticising research reports and in presenting and defending their own ideas for research.

As numbers will not exceed 12 each year most of the sessions will be of participative seminar type. Hours of self study will be expected to equal hours of teaching.

Year 1 will consist of 40 days teaching at the college, students attending an Easter and Summer School of one week each, planned for research exercises with practice in statistics and computer use.

Objectives: on completion of year 1 students will be able to:

- 1) present clear and critical accounts of most established nursing models.
- 2) use theoretical ideas to generate research questions and plan nursing care.
- 3) Assess the relationship between research findings and knowledge in several areas of recent progress
- 4) Plan and present research proposals, choosing appropriate methods of data collection and analysis.
- 5) Justify ideas for improving care through use of research findings.

Year 11

Each student will have a supervisor for a research project of their own design which involves empirical work in a clinical or work setting of their choice. Projects should reflect the use of theoretical models for design of the question, critiques of related work and choice of data collection methods and analysis.

Students will have 12 months for project work. Fortnightly seminars will be held for presentation and group discussion on students practical research problems and advanced statistics.

30 days of study in Year 11 will be scheduled for project work, which includes, seminar and tutorial time. This may appear over generous, but empirical work is very time consuming in social and clinical work and in fact this is a shorter period than that allocated for many undergraduate projects. The Easter and Summer schools will be devoted to advanced statistical sessions, some philosophy lectures and to research presentations by staff (These will not be examined separately).

Objectives: 1) Students' project work should demonstrate an understanding of the relationship of theory to a research question, project design and execution.

- 2) Practice with data collection and analysis should give a working knowledge of most problems relevant to nursing research.

5. Student's

Up to 12 part-time "day release" students will be selected from nurse-graduates working within Greater London.

4. Resource Implications of an MSc in Nursing

Teaching Staff

One of the great attractions of this course is the availability of interested and expert lecturers. All lecturers in nursing studies at Chelsea have research degrees and have expressed their willingness to contribute to the course. Therefore only one additional member of staff would be needed for lecturing for the following additional duties.

- 1) Co-ordination and planning of the teaching sessions
- 2) Liaison with the District Health Authority Nursing Officers in regard to students research projects
- 3) Selection of students

Non nursing lecturers would also be requested to make a contribution. These include philosophers of science and statisticians, as well as some biological science teaching on laboratory research techniques.

Lecture Rooms and Space

A new departmental building in progress will provide excellent seminar and study areas for students.

Library

Research journals and nursing texts are available in the library. A fund for obtaining copies of unpublished research reports may be attracted from outside sources.

5. Sources of Funding

District Health Authorities have already been approached with a view to sponsorship of post graduate nursing students for this course. Course fees and necessary study have been promised for at least 6 students from 2 D.H.As.

A pump priority fund may also be granted by one of the DHAs for a full time lecturer for this course.

The Royal Marsden Hospital has also given the services of their Director of Nursing Research for some teaching as an honorary lecturer.

6. Examination

75% of last year marks will be derived from written examinations and 25% from course work.

Proposed MSc in Nursing - Detailed curriculum

Year 1

Course I - Theory, Research and Practice - 20 days - Lectures, followed by seminars. Nursing and related models will be reviewed and evaluated for their power to generate research questions and their application in planning and administering care. These include Drem's self care model, Roy's Adaptation model, Rogers Science of Unitary man, King's Interactional model, Erickson's Developmental model, Maslow's Need hierarchy, Satir's communication model. Models using Activities of Daily Living, General Systems theory and Change theories applied to nursing.

Basic disciplines will also be explored for their greatest contributions to nursing. Psychology, sociology and biology topics and theories will be presented by staff and students in order to demonstrate their application in nursing. Choice of disciplines will be influenced by the mix of students' first degree subjects (other than nursing).

Course II - Issues in Advanced Nursing Practice - 10 days -- Student presentations and seminars. Current advances and issues in nursing will be debated and selected by students. Examples might include: Clinical Specialists in nursing, or alternative roles in nursing, evaluation in practice. Monitoring nursing performance, audit and quality control procedures. Trans-cultural aspects of nursing, Patient-dependency assessments as a guide to nurse allocation. Nursing contributions to influencing policy - focus on methods and routes. Legislation changes for nurse education, alternative models for education. Clinical supervision, challenges and value. Professional development in nursing.

Course III - Research Methods and their application in Nursing

20 days (including 2.5 day practical sessions)

- Lectures followed by seminars & practice sessions.

Research approaches will be reviewed, using a problem solving approach, related to nursing. Stages in the research process will be taught and criticised. Topics will include: Designing a research question, defining an area of investigation, reviewing evidence, planning and justifying research activities, ethical consideration for researchers. The wide range of research methods will be studied including descriptive techniques, experimental or evaluative methods. Advantages and disadvantages of qualitative and quantitative data will be debated. Principles of measurement and scale construction will be taught in conjunction with appropriate modes of statistical analysis. Ways of presenting data with graphic illustrations will be demonstrated.

Advanced statistical analysis will be taught in two study weeks in Easter and Summer in Year 1.

In the third term students will be encouraged to design and present ideas for research projects in seminars (with full documentation). Suitability and style of presentations for different audiences and for dissemination and use by the profession will be discussed.

Year 01

Course IV - Research Project

Project work will continue for 12 months with 30 days assigned for contact with academics. Additional time will be needed for data collection in the course of the student's work. Relevant expertise of both students and supervisors will determine the nature of projects. Careful design and measurement will be emphasised, rather than representativeness or the quantity of data collected. It is intended that students will spend the first term designing the study and selecting instruments, the second for data collection and the third for analysis. Writing-up would be done during the 3 Summer months.

Seminars and tutorials each fortnight are designed to encourage and support students during this time, as well as, giving academic supervision. Presentation of ideas for the projects and research problems encountered by all students will be discussed during these sessions.

A continuation of the statistics "workshops" will occur in the Easter and Summer school. A computer-use class will be incorporated.

Research reports should be of adequate length to demonstrate the theoretical context, evaluation of previous research and the presentation of the study. This will be examined and a viva conducted for each student before grading the work.