

NURSING STUDIES

COURSE OUTLINE:

1. Nursing Studies at Bedford College is a newly conceptualised and developing area of study leading to a BSc./SRN. It replaces the existing 'nursing' course whose main focus of enquiry was the subject of social administration augmented by a traditional professional course in nursing leading to state registration.

The central focus of the newly developing course is nursing itself, its history, its content, practice and organisation seen from the point of view of contextual factors. Its purpose is develop students' understanding of nursing care by helping them to acquire a dynamic and creative approach to the changing situation of nursing practice.

The course is planned on a full-time basis covering four years. It will enable students to review and to examine key aspects of nursing theories and practice partially in the light of specific nursing experiences through situational analysis and partially through understanding of relevant social theories. Opportunities will be provided for shared learning experiences to encourage critical awareness of self and others and the continual evaluation of clinical practice.

Traditionally, most of nursing practice has taken place inside hospitals, where nurses carry out predominantly medically delegated procedures be they of an investigatory or a therapeutic nature. Over the last decade much of the nursing and the medical literature has indicated a disquiet, a dis-ease with much of the existing structure. Medicine itself is attacked for its narrow focus and its claimed benefits are questioned; nursing likewise has started to question its disease-oriented practice and attempts to change its direction towards optimal health for individuals and populations. In its concern with quality performance it envisages its contribution to health care delivery practices as transcending hospital walls and moves out into the primary health-care sector to a much greater extent than has traditionally been the case.

This course seeks to explore the issues and concerns associated with some of these problems through the synthesis of nursing studies. The subject of nursing itself constitutes only one component, albeit a central one, of nursing studies. Others are sociology, social administration, psychology, research methods and other optional courses which though taken in separate units all feed into nursing proper. Much of the integration of the material depends on close student/staff co-operation and participation and will only fall into place when the initial kaleidoscope becomes the completed jigsaw puzzle. Though both students and nursing, as well as the staff, will ultimately benefit from this experience, periodically there are bound to be periods of uncertainty as to direction and content, contradictions will become obvious and morale might suffer. It is expected that through on-going discussions at departmental level, the contradictions will be explored and accepted as a learning experience to problem-solving.

Present orientation of nursing is the provision of a highly individualised patient-centred nursing care, this in spite of the fact that much disease is socially determined. Nursing therefore needs to broaden itself. Individualised care where necessary and appropriate should receive its fullest attention. And where social factors can be demonstrated to be detrimental to optimal health, it needs nurses, together with patients and others, to campaign for the elimination of disease-creating factors. This course hopes to seek and to create such knowledge as is necessary to bring about such changes. Information creating is one of the many functions of a university, and information conveying is central to all of nursing care be the message of a verbal or non-verbal nature. The barriers to successful communications are many and only very few of them can be transcended one at a time. The course intends to deal with as many aspects of communication as is feasible so that students are helped to develop their own mode of effective communication.

2. Student Participation:

Much of the success of the course depends on student input, on student self-motivation and on student feedback, all of which could preferably be channelled through a newly-created nursing student organisation, if students wished to structure themselves.

3. Time-Table and Nursing Practice:

For time-table of non-nursing subjects see TIME-TABLE. Attached Appendices A and B will indicate a broad provisional outline of subject matter. Though the course as a whole has received validation by the appropriate university body, individual courses are subject to alteration. The same applies to clinical placements - see Appendix B. There is no way whereby clinical placements can be immutably fixed for all time. Much depends on resources; the availability of placements and on staff all within accessible geographical areas. Time-tabling will not be easy and may be subject to much discomfort. Students and staff need to steel themselves with an extra amount of tolerance and patience.

4. Nursing Practice:

- (a) Hours - Most of nursing practice will take place at the Middlesex Hospital for 2½ days per week during term time, some of which time may be taken up with lectures. This is augmented by 8 weeks' full-time, following examinations in the third term. If necessary, additional nursing practice can be provided before the start of a new academic year during the second and the third year. Students will not be expected to be on the wards during weekends. The General Nursing Council, the statutory body approving the SRN component of the course, insists that practice nurse training comprises a total minimum of 2835 hours per student. It is therefore of the utmost importance that each student keeps a careful check of the number of days involved in clinical experience. A record of such experience is kept with the secretary of nursing studies at Bedford College, Fraser Lodge. If students for one reason or another are not able to meet their practice placement, appropriate information must be forwarded to the secretary. Any deficiencies in the number of hours need to be made up before being able to qualify as an SRN.

- (b) Subjects: The BSc/SRN course is a general one only, introducing the student to general aspects of nursing and those subjects (see Appendix B) which are the legal requirements of the statutory bodies. Any intention of specialisation such as intensive care, mental nursing, health visiting etc. must be deferred to postgraduate work.
- (c) Disciplinary Measures: Unlike traditional nursing students, nursing undergraduates are not employees of the NHS and therefore not subject to a labour contract. However, for the purpose of disciplinary procedures, each student is required to sign a separate document outlining in detail undergraduate students' duties, obligations and privileges.
- (d) Uniform: Nursing Studies has decided on undergraduate nursing students to wear white dresses. Arrangements have been made with Garroulds of Edgware Road for students to purchase two white dresses on the production of a letter of authorisation signed by the Director of Nursing Studies.

5. University Examinations:

Examinations of all subjects during the academic year will be conducted during the third term of each year. As nursing practice is part of the nursing units, results of the practical learning objectives will feed into these units. It is necessary to pass the required units before proceeding to the next year as otherwise students carry too heavy a learning load.

The student's class of degree is calculated according to their performance on all units taken except that a greater weight is given to courses taken in the later years of the degree.

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Director of Nursing Studies.

## APPENDIX A: COURSE PLAN

YEAR	SOCIOLOGY	BIOLOGICAL SCIENCES	NURSING	PRACTICE	APPENDIX A		OTHER	UNITS
					SOC ADMIN	RESEARCH		
I	SOCIOLOGY I $\frac{1}{2}$ Unit	ANATOMY & PHYSIOLOGY 1 Unit	CORE COURSE 2 Units	GENERAL NURSING				$3\frac{1}{2}$
II	SOCIOLOGY II $\frac{1}{2}$ Unit	PHARMACOLOGY PATHOPHYSIOLOGY 1 Unit	NURSING THE ADULT SICK $\frac{1}{2}$ Unit MENTAL HEALTH $\frac{1}{2}$ Unit	MED/SURG  PSYCHIATRIC			PSYCHOLOGY $\frac{1}{2}$ Unit	3
III		MICROBIOLOGY $\frac{1}{2}$ Unit	FAMILY HEALTH $\frac{3}{4}$ Unit AGEING PROCESS ) REHABILITATION ) $\frac{1}{2}$ Unit CHRONICITY ) HISTORY OF NURSING $\frac{1}{2}$ Unit	OBS PAEDIATRIC  GERIATRIC	SOC POLICY $\frac{1}{2}$ Unit	RESEARCH METHODS 1 Unit		$3\frac{3}{4}$
IV	SOCIOLOGY OF HEALTH 1 Unit		NURSING MANAGEMENT $\frac{3}{4}$ Unit EXTENDED ESSAY 1 Unit	COMMUNITY OPTIONS CONSOLID THEATRE INTENSIVE CARE EMERGENCIES			STUDENT CHOICE $\frac{1}{2}$ Unit STUDENT CHOICE $\frac{1}{2}$ Unit	$3\frac{1}{2}$
UNITS	2	$2\frac{1}{2}$	6		$\frac{1}{2}$	1	$1\frac{1}{2}$	$13\frac{3}{4}$

## CLINICAL PLACEMENTS

## APPENDIX B

YEAR	TERM I OCTOBER - DECEMBER	TERM II JANUARY - MARCH	TERM III APRIL - JULY
I	<u>INTRODUCTION:</u> HOSPITAL GEN MED/SURG	GEN MED/SURG	GEN MED/SURG
II	MED/SURG	PSYCHIATRY	ORTHOPAEDICS
III	OBSTETRICS	PAEDIATRICS	GERIATRICS
IV	CONSOLIDATION (PRE-REGISTRATION) EXPERIENCE OF CHOICE	OPTIONS & COMMUNITY	CONSOLIDATION (CONTINUED) THEATRE INTENSIVE CARE