BC AL/336/36/2

GNC 1

PROPOSAL

FOR A B. Sc. DEGREE WITH NURSING STUDIES AS THE MAIN FIELD

AND WITH A QUALIFICATION OF STATE REGISTERED NURSE

October 1978

CONTENTS :

APPENDICES :

1. Introduction, the present combined course

1.1 In September 1969 an experimental scheme of training commenced between the Macdonald-Buchanan School of Nursing and Bedford College and the London School of Economics and Political Science. This scheme led to the award of a B.Sc. Hons Degree in Social Science and Administration of the University of London and to the qualification of State Registered Nurse. In November 1976 the Secretary of State approved the continuation of this combined course for a further five years. Further information concerning this course is contained in Appendix I.

1.2 The combined course was set up in the belief that the study of sociology would give nurses a deeper understanding of the social institutions of industrial society, and of the causes and course of social change, including a special study of the sociology of medical care. It was intended that the students should acquire a depth of knowledge that would enable them to deal with a wide variety of situations and to adopt an analytical and critical approach to their daily work, which would in turn enhance their practise of nursing, It was also expected that graduates would be equipped to assist in the exercise of responsibility and in the formation and interpretation of policy in nursing

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administration, professional organisation and nursing education and research.

1.3 The combined course has proved very successful. Applications have increased steadily, amounting to 400 this year. The course has attracted a high calibre of students, who have obtained well above average academic results as graduates, followed by equally high professional success. Thus, three of the five graduates last summer secured upper 2nd class Honours Degrees, and two of the earlier graduates are now successful ward sisters and a third proved the only candidate to secure a distinction in Health Visiting at Leeds. The motivation of the students has been especially strong, and has resulted in a very high proportion remaining in the profession. As experience has been gained of the operation of the course, the hospital has learnt to assess the distinctive contribution these students are able to make and has been able to integrate them fully within it.

1.4 It is our view that this experience with the combined course offers the greatest safeguard for the success of the proposal now being put forward. We had come to the conclusion that it was right at this stage to review the course with a view to further development since it was clear that it had been firmly and

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successfully established. This review pointed to two or three areas where development was desirable but it did not suggest that any major alteration was needed in the basic philosophy of the course, i.e. the provision of a liberal education in the behavioural sciences that included courses relevant to subsequent professional study but was not designed as a purely vocational course.

1.5 The disadvantages we identified in our view were (i) the restriction of the numbers of students to six a year, (ii) the absence of academic courses designed specifically with the needs of nursing students in mind (this was inevitable given the limitations of numbers) and (iii) the lack of any real opportunity for the students' professional training to enrich their understanding of the behavioural sciences. Two courses in the degree did to some extent provide an opportunity for students to integrate professional and academic work. The course on the sociology of medicine which the department had developed under Professor Margot Jefferys and which was based on the work of the Social Research Unit at Bedford College in the organisation of the health services and in the identification of social factors in illness, naturally appealed to many students and there is no doubt they profited considerably from its being available.

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However they would have both gained more from and contributed more to the course had they been able to take it after they had completed a substantial period of professional training. Equally the dissertation which is a compulsory part of the degree, offered the students an opportunity to apply the social sciences to an area of professional interest and most students on the combined course took the opportunity of writing their dissertation on a topic which they drew from their professional interests. Again they would have profited very considerably had they been able to write the dissertation later in the course when they had gained more professional experience.

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Aims In Establishing a Degree in Nursing Studies

2. Aims in Establishing a Degree in Nursing Studies

2.1 The review of the existing combined course led us, for the reasons just outlined, to the conclusion that there were substantial advantages in replacing the course with a four year integrated degree in Nursing Studies. Such a development would also enable us to increase our intake of students and there are substantial academic and professional advantages to be gained from this. Nevertheless our principle motive in developing this course goes beyond these objectives. We want also to provide a base upon which a body of knowledge related to the principles and practices of nursing can be developed through research. We look to such a body of knowledge to answer problems raised by the increased scope and complexity of the health care system and to meet the challenge to the nursing profession resulting from advances in knowledge and technology. It is in this context that we see the behavioural sciences providing the essential basis for an understanding of the problems involved in caring for the individual in health and in sickness, in the community and in hospital.

2.2 The Department of Sociology at Bedford College is very well equipped to support this aim. It has shared in the development of the present combined course and 90% of the students on that course have been based there, the others being at the Department of Social Administration at the London School of Economics.

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Students in the Department of Sociology at Bedford College have been able to benefit from the work of the Social Research Unit which is a part of the Department. This Unit, under Professor Margot Jefferys and Professor George Brown, has won an international reputation. Its research work enjoys the support of the Department of Health and Social Services, the Social Science Research Council and the Medical Research Council. It is responsible for an M.Sc. Degree in Sociology as applied to Medicine and for an undergraduate course in medical sociology and collaborates with the Middlesex Hospital Medical School in providing sociology teaching for medical students. Nursing Studies Degree students would spend the final year of their course in the Social Research Unit where they would benefit from association with post-graduate students in the Unit, and where they would be able to make a contribution to the work of the Unit.

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Structure of The Proposed Degree

3. Structure of the Proposed Degree

3.1 The initial thinking concerning the development of the combined course was carried out informally within and between the School of Nursing and Bedford College. The ideas that emerged were tested through the setting up of an Ad Hoc Committee to advise the two institutions.

This committee consisted of:-

Dr I. Burton
Head of Department of Sociology, Bedford College.

Miss E.L. Blake
Director of Nurse Education
Macdonald-Buchanan School of Nursing, Middlesex Hospital.

Miss C. Chapman
Director of Advanced Nursing Studies,
Welsh National School of Medicine.

Miss M. Cooper
Chief Education Officer,
General Nursing Council.

Professor B.M. Foss
Head of Department of Psychology, Bedford College

Professor M. Jefferys
Professor of Medical Sociology and Joint Director
of Social Research Unit, Bedford College.

Professor O.R. McGregor (now Lord McGregor of Duris)
Professor of Social Institutions and Joint Director
Legal Research Unit, Bedford College.

Mr D.J. MacDonald
District Nursing Officer
North East District
Kensington and Chelsea and Westminster Area Health Authority

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Mrs M. Morgan
Assistant Director of Nurse Education
Macdonald-Buchanan School of Nursing, Middlesex Hospital

Mrs C. Plouviez
Chairman of Nurse Education Committee of Middlesex Hospital.

Dr F.B. Saunders
Post Graduate Sub-Dean
Middlesex Hospital Medical School.

Professor P.H. Silver
Undergraduate Sub-Dean
Middlesex Hospital Medical School.

Mrs J. Streeter
Area Nursing Officer
Kensington, Chelsea and Westminster Area Health Authority

Mr L.P. Turnbull
Registrar, Bedford College.

Professor W.F. Widdas,
Head of Department of Physiology, Bedford College

Miss B. Quigley
Tutor to the B.Sc./SRN students
Macdonald-Buchanan School of Nursing, Middlesex Hospital.

It held four meetings. An interim decision in favour of the development of the combined courses into a four year integrated degree course was communicated to the hospital and to Bedford College and resulted in an agreement in principle by both institutions to support the development. The detailed planning of the new degree was discussed in outline in the Ad Hoc Committee and then further developed by a small Working Party. It is the report of this Working Party that, after approval by the Ad Hoc Committee forms the basis of the present submission.

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3.2 Our major concern in formulating these proposals has been to ensure that both an honours programme in Social Policy and a professional nursing qualification were properly established within the compass of a four-year degree. To achieve this, the following principles have been adopted:

3.2.1 The bulk of the professional teaching will be carried out in full-time blocks of eight weeks.

3.2.2 The medical sciences will be taught both as a foundation course and as part of the professional teaching with which they will be integrated.

3.2.3 The students will receive the bulk of their academic teaching on courses taken in common with other University students.

3.2.4. The academic component will constitute an integrated programme in the social sciences studied at honours degree level.

3.2.5 The professional programme will constitute a complete professional training at a high professional standard.

3.2.6 The students would be given an opportunity to relate their academic teaching to their professional training and to use their professional experience in the later courses of their academic programme.

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3.3 A number of administrative factors have inevitably influenced the structure of the degree.

3.3.1 It had to conform to the University of London regulations for course-unit degrees in Nursing Studies.

3.3.2 The academic teaching had to take place in the ordinary terms.

3.3.3 The students required the usual opportunities for vacation reading and revision.

3.3.4 Examinations (but not the assessment of course work and practical work) had to take place in early June of each year.

3.4 We were aware that some of the principles we had adopted would in practice conflict with others: e.g students could not at the same time study courses with other University students and engage in full-time professional training. The administrative constraints set out in paragraph 3.3 posed additional problems in forming the working structure of the degree. To overcome these difficulties, we worked out the following solutions:-

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3.4.1 The bulk of the long vacations would 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, most students are obliged to undertake paid employment as a means of subsisting over a period for which they have no grant. 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. An application would be made to have the students' Local Education Authority grants adjusted to cover the extra period of training they would undergo.

3.4.2 The second University session (including the Christmas and Easter breaks) would 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.

3.4.3 The first University session would include a professional training component consisting of one day a week hospital experience and half-day a week professional teaching designed to back up that experience. The academic programme would 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 an above average effort.

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3.4.4 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 will be followed by two winter blocks which occupy the period from mid September to mid January. Academic work will thus be 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".

Professional Curriculum

3.5 The outline time table can be represented as follows:

week	1st year	2nd year	3rd year	4th year
1. AUTUMN TERM	70% Academic	100% Academic	8 weeks Block continued	8 weeks Block continued
2.				
3.				
4.				
5.	30% Professional		1 week leave	1 week leave
6.				
7.				
8.			6 weeks Block professional training	8 weeks Block continued
9.				
10.				
11. Xmas vacation	--	--	--	--
12.				
13.				
14.				
15. SPRING TERM	70% Academic	100% Academic	3 weeks Block professional training	8 weeks Block continued
16.				
17.				
18.				
19.			50% Academic 50% professional (beginning 10 weeks Block)	100% Academic
20.				
21.				
22.				
23.	30% professional			
24.				
25. Easter vacation	--	--	50% professional	--
26.				
27.				
28.				
29.				
30. SUMMER TERM	70% Academic	100% Academic	50% Academic	100% Academic
31.				
32.	30% professional		50% professional	
33.				
34.	exams	exams	exams	exams
35.				
36.	3 weeks Block professional training			
37.				
38.				
39.				
40. Long vacation	5 weeks Block professional training	8 weeks Block professional training	8 weeks Block professional training	8 weeks Block professional training
41.				
42.				
43.				
44.				
45.				
46.	4 weeks leave	4 weeks leave	4 weeks leave	4 weeks Block professional training
47.				
48.				
49.	5 weeks Block professional training			
50.		8 weeks Block professional training	8 weeks Block professional training	
51.				
52.				
		continued in 3rd year	continued in 4th year	

Professional Curriculum

title	when taken	how taken	theory	practice	total
Foundation Course	1st year	1½ daus / week for 24 weeks	96	192	288
Foundation Course Consolidation	1st year post exams	5 days / week for 3 weeks	-	120	120
Introduction to Foundation Sciences	1st long vacation	10 week Block * part of this will be applied teaching in the clinical scene	400	-	400*
Geriatric Nursing	2nd long vacation	8 week Block	32	288	320
Acute Medical Nursing	September/ October 3rd year	8 week Block	64	256	320
Acute Surgical Nursing	November/ December 3rd year	6 week Block	48	192	240
Operating Theatre - Recovery Room	January 3rd year	3 week Block	-	120	120
Trauma and management of surgical emergencies	3rd year	2½ days / week for 10 weeks	40	160	200
Gynaecological Nursing	3rd year 2nd semester	2½ days/week for 6 weeks	24	96	120
Obstetric Nursing	3rd long vacation	8 week Block	32	288	320
Paediatric Nursing	September / October 4th year	8 week Block	64	256	320
Psychiatric Nursing	4th year November/ January	8 week Block	64	256	320

Professional curriculum continued:

title	when taken	how taken	theory	practice	total
Special Medical Nursing	4th year long vacation	8 week Block	20	300	320
Consolidation	4th year long vacation	4 weeks	-	160	160
			884	2684	3568

Clinical Pract practice

H.U. = 3 mths. course.
12 weeks course.

Summary:

	Nursing studies	Social Sciences	Total
Professional programme:			
Theory	884	-	884
Practice	2684	-	2684
Academic programme:			
Theory	960	1392	2352

Hospital:
Middlesex: ?

Community for EEC.
integrated.
occupational.

Don't spell out
No of hrs. spelling:

37½ week:

Professional Curriculum

First Year Foundation Course

First Term

1½ days / week (12 hours) for 10 weeks

if could be anywhere morning are.

Medical Allocation - 120 hours

Theory - 40 hours

Practice - 80 hours

why separate it out?

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 4 weeks

Geriatric Allocation - 48 hours

Theory - 16 hours

Practice - 32 hours

Community?

Post Examinations

Consolidation - 5 days / week for 3 weeks = 120 hours

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

Total theory - 96 hours

Total practice - 312 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.

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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.

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
Hygiene
of 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.

cont'd ...

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.

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.

cont'd ...

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:-

(i) experience of nursing in the geriatric unit
(ii) visits with the geriatric health visitor / social worker
(iii) visits to the Day Hospital
(iv) participation in case conferences with the multidisciplinary team

Foundation Course Consolidation

Aims:- to enable the learner to

(i) experience continuity of patient care
(ii) experience being part of a ward team
(iii) use, and gain confidence in the skills learned during the previous nine months

cont'd ..

Introduction to Foundation 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

Pharmacology? Chemistry?

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.

Pharmacology: effects of drugs on personality

To provide the learner with a 'toolkit' of terminology

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

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Second Year

Geriatric Allocation

8 week nursing practice block - 320 hours

Theory - 8 study days = 64 hours

Practice - 256 hours Hospital + Community

Aims:-

(i) To consolidate the nursing skills and knowledge gained in the Foundation Course.

(ii) To enable the learner to understand the principles of geriatric medicine.

(iii) To learn to apply a problem solving approach to the care of elderly patients both in hospital and in the community.

Objectives:-

At the end of this allocation the learner will be able to:-

(i) Identify and assess the social, psychological and physical needs of the elderly. (by taking a nursing history)

(ii) Assist in planning the appropriate care with the multi-disciplinary Health Care Team.

(iii) Prepare / plan / and / or administer all therapeutic measures related to the above.

(iv) Know the services and resources available in this district for the rehabilitation and continuing care of the individual.

(v) Review the care of a patient by presenting a Care Study.

The Study Days will attempt to correlate theory with practice.

cont'd ...

Third Year

8 week allocation - 320 hours
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 patient's 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.

cont'd ...

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Acute Surgical Experience

Six week allocation

Theory - 48 hours

Practice - 192 hours

Aims:-

To enable the learner to recognise her dual function:-

(i) In supporting the individual patient throughout his / her time in hospital.

(ii) In practising 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 courses.

(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 nursing of:-

(a) Multiple injuries
(b) Head injuries
(c) Burns and scalds
(d) Crush injuries
(e) Intestinal obstruction
(f) Internal haemorrhage

(v) To give general nursing care to the patient including:

(a) Principles and methods of replacements of body fluids
(b) Principles of nutrition for the surgical patient
(c) Preparation of the patient for investigations

cont'd ...

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, 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:-

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 practice 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 the abnormalities in the immediate post-surgical phase.

cont'd ...

Accidents + Emergencies

Experience in Trauma and Management of Surgical Emergencies

$2\frac{1}{2}$ 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 the hospital

(ii) Apply methods of artificial respiration and resuscitation

(iii) Recognise signs and symptons of common surgical emergencies

(iv) Recognise and assist in the treatment of shock, haemorrhage and fluid loss

(v) 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) internal haemorrhage

cont'd ...

Experience in Gynaecological Nursing ? elective ?

$2\frac{1}{2}$ days / week for 6 weeks = 120 hours

Aims:-

(i) To introduce the learners to their dual role as nurse and health educator by understanding 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) repair of prolapse
(c) abortion - therapeutic and spontaneous
(d) cancer
(e) investigations

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

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OPTIONS

must because of Health Visiting.

Obstetric course: CMB — Health Visiting.

A. Obstetrics 8 week allocation = 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 self-preparation for parenthood.

Objectives:-

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

(i) assist the midwife or doctor with ante-natal care.

(ii) assist the midwife or doctor conducting labour.

(iii) give post-natal care

(iv) teach and help 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.

cont'd ....

B. Paediatrics 8 week allocation = 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 physically 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.

cont'd ....

C. Psychiatry 8 week allocation = 320 hours

Aims:-

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.

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8 week allocation to ~~Special Medicine~~ Specialities = 320 hours

Theory 20 hours
Practice 300 hours

Aims:-

(i) to consolidate the nursing and management skills previously learned
(ii) to apply problem solving techniques in the care of the chronic sick and 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 and rheumatology (e.g. incidence, diagnosis, prevention and treatments in common use)
(iv) to give opportunity to the learner to discuss current trends in the profession

4 week allocation for Consolidation = 160 hours

Practice 160 hours

Aim:

to prepare the learner for a staff nurse's role

cont'd ...

Academic Curriculum

5. Academic Curriculum

5.1 The academic curriculum runs in three stages.

5.1.1 The first stage consists of a foundation programme in the Social Sciences studied with other students in the first year. The students will take five courses which will introduce them to the study of social theory, social structure, social history, research methods and economics.

5.1.2 The second year comprises the study of social policy and administration which constitutes the core of the academic programme for the degree. Three of the courses, the basic course in social policy, a basic course in sociology examining the social structure of industrial societies, and a further course in methods of social research, are taken with other students in the Department choosing Social Policy as their main field of study. The fourth course requires a study of the administration of the Health Services and is specially designed for this degree. This part of the curriculum is reinforced in the third year by a specially designed course covering general and social psychology and students will at the same time attend a short non-examined course on counselling.

5.1.3. The third stage of the degree requires the understanding of the Social Sciences already acquired to be applied to the field of the student's professional activity. The student will be based for this in the Social Research Unit for the second semester of the fourth year and will study the sociology of health care.

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This will be a new course to be developed out of the existing sociology of medicine course and as part of the assessment the student will write an extended essay of five thousand words. In this essay the student will be expected to display an ability to integrate the professional and academic parts of the curriculum.

Summary

1st Year	Introduction to Social Theory	(½ unit)
	Introduction to Social Structure	(½ unit)
	Introduction to Social History	(½ unit)
	Introduction to Research Methods	(½ unit)
	Introduction to Economics	(½ unit)
2nd Year	Social Policy	(1 unit)
	Social Structure of Industrial Societies	(1 unit)
	Research Methods	(1 unit)
	*Administration of the Health Services	(½ unit)
3rd Year	*General and Social Psychology	(½ unit)
4th Year	*Sociology of Health Care	(1 unit)

* These courses are courses in Nursing Studies specially designed for this degree.

The time spent in the study of the academic curriculum in term time would be:

	Social Sciences		Nursing Studies	
1st Year	70% of 24 weeks =	672 hours		
2nd Year	75% of 24 weeks =	720 hours	25% of 24 weeks =	240 hours
3rd Year			50% of 12 weeks =	240 hours
4th Year			100% of 12 weeks =	480 hours
		1392		960

Assessment

6. Assessment

6.1 The assessment procedures are based on the London University Regulations for first degrees based on course units. Appendix II sets out the proposed draft regulations.

6.2 The London University Regulations prescribe that a candidate completing (i.e. studying and being assessed for) 12 course units and passing in 11, including 6 Nursing Studies Units, qualifies for a degree in Nursing Studies. Several of the course units that make up the proposed degree are taken for other degrees in the Department (indeed it is an essential feature of the proposal that nursing students should study with other students in the Department) and the value of these units is already fixed. In consequence, some of the special units for this degree have been given a value less than that which they might otherwise have been allotted in order to keep the total down to 12. This is necessary in order to ensure that no-one who fails an essential part of the course (and all the professional units are considered essential) can qualify for a degree and so for a professional qualification. Thus, the unit in the sociology of health care would probably merit more than one course unit particularly since, as part of the assessment, the students are required to submit a substantial essay. This will not, however, mean that the importance of this course in the total assessment is diminshed because the units taken in the fourth year, as this one will be, will be weighted much more heavily than those taken in earlier years.

cont'd ....

6.3 A further feature of the assessment in the fourth year is that it will include a three-hour unseen comprehensive paper on nursing. This paper will allow students to integrate their professional studies and to bring to them the fresh insights they have obtained from their academic study. This paper will also count heavily in the candidate's assessment for honours, although it is not, of course, intended as a test that, by itself, would ensure professional competence.

6.4 It is envisaged that the students will be assessed continuously during the whole of the professional part of their course. The foundation course in nursing taken during the first year will be assessed in addition by a two-hour unseen paper. The foundation sciences course taken in the summer vacation of the first year will be assessed by two two-hour unseen papers. The nursing courses that follow in subsequent years will be assessed in a variety of ways as set out in the draft regulations in Appendix II but the assessment will always contain some written element as well as the continuous assessment.

6.5 As well as satisfying the general London University requirement that a student must complete 12 units and pass in 11, including 6 Nursing Studies units, students will be required to pass courses to the value of at least two course units from the social science courses taken in the first year as well as both nursing courses taken in the first year, in order to proceed to the second year.

cont'd ....

6.6 Thereafter students will be expected to complete and pass all courses taken but they may be allowed to continue on the course even though they fail one unit of assessment provided that they completed the course satisfactorily and are able to pass the assessment the next year.

cont's ....

Staffing

7. Staffing

7.1 The principle change that would arise from the introduction of this degree with respect to staffing would be the appointment by the University of teachers responsible for professional training. In the present combined course, all responsibility for professional training rests with the School of Nursing and is, therefore, controlled by the General Nursing Council.

7.2 Ideally, a separate tutor should be responsible for each year of the course although it would seem reasonable to place one tutor in charge of the first two years during which the student's main concern is with academic work.

7.2.1 We are aware of two problems that might arise. First,it might be difficult to discover sufficient tutors who were qualified for a University appointment, which demands not only professional skill and experience, but active involvement in research. Secondly, tutors confined to teaching students on this course and based in the University and not in the School of Nursing might find themselves too much cut of from mainstream professional developments and their contribution to the course would suffer accordingly.

cont's ....

7.2.2 Bedford College's experience with running professional social work courses has shown the great advantages that accrue from appointments that allow professional teachers to spend half their time in professional practice in the field and half their time in teaching in the University. Bedford College has recognised that, for these teachers, continuing professional involvement is a proper substitute for involvement in research.

7.2.3 We would like to propose, therefore, that all appointments for this degree be joint appointments between Bedford College and the School of Nursing. The tutors would then spend half their time involved in other teaching in the School of Nursing and half their time concerned with teaching the students on this course.

7.3 It is envisaged that the senior tutor responsible for the course would be someone with very high qualifications who would want and be expected to be involved in research and scholarship and that this person would work closely with the specialist teachers at Bedford College to provide academic leadership for the course. We think that this appointment should be made at a grade equivalent to that of University Lecturer and the person appointed would have to meet the requirements of such a post.
In due course this person would be eligible for conferment of a personal title of Professor or Reader.

cont'd ...

7.3.1 The further appointments we think ought to be made at a lower level and their pay and status ought to be integrated with that of other tutors in the School of Nursing.

7.4 Our view, therefore, is that there should be one Senior Tutor in charge of the course and three other tutors, all joint appointments between Bedford College and the School of Nursing. Bedford College would be entirely responsible for providing the remainder of the teaching, whether on courses taken by other students in the Department or on specially designed courses. The administrative support for the course would obviously have to be divided between the two institutions.

Appendices

Appendix I

Students careers to date and numbers of applicants

In September 1969 the experimental scheme of training commenced between the Macdonald-Buchanan School of Nursing and Bedford College (University of London) or with the London School of Economics and Political Science, leading to a B.Sc. (Honours) Social Science and Administration / State Registered Nurse qualification.

In November 1976 the Secretary of State for Social Services approved the continuation of the Course for another five years.

To date, 57 students have embarked on this degree linked course:-

Span of Course	69/74	70/75	71/76	72/77	73/78	74/79	75/80	76/81	77/82
No. of Applications				307	355	350	430	403	407
Number Entered	4	9	5	7	7	6	7	6	6
Number Dis-continued	1	4	1	2	3	1	1	-	-

Of the thirteen students who have left the course:-

9 left during university terms - 3 of the 9 entered State Registered Nurse training.

2 left during nursing terms

2 left after graduating from university

There are now 21 graduates able to practise nursing and 23 still reading for the degree linked nursing course.

Appendix I continued (2)

B.Sc. / S.R.N. Course

ar	Name	Honours Degree in Social Science and Administration	Career
69	Hodgson, Alison Margaret	Third	Health Visitor Course
	Faker, Hilary Jane	Third	Counselling & Psychotherapy
	Noble, Ann Margaret	Lower Second	Social Work training in Suffolk
70	Watts, Helen Mary	Lower Second	Sister - St. Luke's Hospital
	Roys, Christine Clare	Third	Social Worker
	Hammond, Patricia Ann	Lower Second	Midwifery
	Lacey, Elizabeth Ann	Upper Second	Joint Board Clinical Nursing Studies Course Heart and Chest Hospital. Appointed Ward Sister in the Coronary Care Unit, Middlesex Hospital.
	Price, Elizabeth Ann	Lower Second	Social Work in Wales
1	Donaldson, Dorothy Mary	Lower Second	Marriage - 1 child
	Hanson, Heather Elizabeth	Lower Second	Recently completed Health Visitor Course with a Distinction
	Marshall, Anne	Upper Second	Leaving to take Health Visitors Course
	Taylor, Stella Mary	Lower Second	Nursing in India

Appendix 1 continued (3)

B.Sc. / S.R.N.Course

Year	Name	Honours Degree in Social Science and Administration	Career
1972	Simm, Antonia Rolfe Tweedie	Lower Second	Health Visitor Course
	Mortimore, Jane Leach	Upper Second	Health Visitor Course
	Horton, Elizabeth Ellen	Lower Second	Psychiatric Course St. Luke's Hospital Woodside
	Rowe, Frances Mary	Lower Second	Occupational Health Airline Co.
	Le Maitre, Nicola Leonie	Lower Second	Accountancy - Guernsey
1973	Downing, Jane Antoinette	Third	Staff Nurse Middlesex Hospital
	Dux, Caroline Margaret	Lower Second	Staff Nurse Middlesex Hospital
	Foster, Alison Mary	Upper Second	Staff Nurse Middlesex Hospital
	Goodrich, Marion	Upper Second	Staff Nurse Middlesex Hospital
1974	Cooper, Elizabeth	Upper Second	
	Davis, Daphne Evelyn Jill	Lower Second	
	Law, Margaret Ann	Upper Second	
	Stone, Judith Mary	Upper Second	
	Fitzpatrick, Jane	Third	