

Copies to  
Liz  
Cynthia  
Ranley

Next meeting:  
2.30 PM  
24. July -

AGENDA - COURSE PLAN FOR DISCUSSION  
AT MEETING: WEDNESDAY, 9th MAY 1984  
AT FRASER LODGE

2ND. YEAR

(11 students)

(i) Revision Seminars:

- Nursing of the Adult Sick
- Mental Issues
- Psychology/Human Relations
- Sociology of Modern Britain

(ii) Summer Term:

Full-Time work: First day: wards - types - supervision. *4th June, 1984*  
 Last day: night duty. *24th July - 27/28th July*

Seminars:

- (i) Nursing of the Adult Sick *Colin*
- (ii) Introduction to Nursing Research.

(iii) Assessment for ENB competencies:

- (a) Drugs *✓ all of them.*
- (b) Aseptic techniques *through the summer*
- (c) Nursing care of one patient. *4th year*  
*Management*

1984-85 - Session for 3rd Year

Course Work:

1st Term: Paediatric experience

- (a) check with Stan Holder, *6*
- (b) check with Ron Hoy

(a) addition:

Pharmacology at Chelsea Coll. Mondays, 10.00-1.00 throughout academic year.

2nd Term:

?community experience? changes - repetition?

- (b) Family Health and Community
- (c) Research Methods
- (d) Social Policy
- (e) Beginning of dissertation.

3rd Term:

? repeat of present 3rd-Year?

~~Psychiatry~~ *load reports*  
*debate*

3RD YEAR

(i) Revision Seminars:

- Family Health and Community
- Research Methods
- Social Policy
- Examinations.

(ii) Summer Term:

Full-Time work: First day: wards - types - supervision *4th June*  
 Last day: night duty. *23rd - last week 30th June*

Seminars:

? dissertations - individual work.

Sociology of Birth to underpin Maternity Care  
and Care of the Newborn.

→ ~~by~~ ~~#~~ *Case plans* - .

1984-85 Session for 4th and Final Year.

Course Work:

1st Term:

Full-Time except Fridays  
? supervision/guidance to ward  
re: learning of ward management -  
potential staff nursing

- (a) completion of dissertation
- (2) Nursing-Management  
see attached outline
- (3) Geriatric (Pam Smith)  
see attached outline
- (4) Sociology of Health/  
Illness - existing 3rd  
Year undergrad. course.  
? new sociologist or  
Ray Fitzpatrick.

2nd Term:

*R* Geriatric -  
(a) St. Pancras *←*  
(b) Athlone *←*

3rd Term:

? Theatre  
? Accident and Emergency





Social Issues and the Care of the Elderly

The elderly as a group have always been part of western society and a 'distinct culture has surrounded (them) for centuries.' (1) However, the number of elderly people in the population has significantly increased over the last fifty years. Most significant is the increase in persons over 80.

We shall look firstly at the demographic characteristics of the elderly population in western society and the implications of increasing modernisation on their quality of life, (2,3,4,5) and ~~some of the social theories of ageing.~~

We shall also discuss the concept of 'normal' ageing and the difficulties involved in distinguishing between health and illness, not only by the elderly themselves, but also those who care for them. (6,7,8,9,10)

We shall seek the origins of these difficulties by analysing some of the popular and official images of ageing and policies that have developed since the nineteenth century (11,12,13,14,15,16,17,18,19). We shall also look at ~~some of the social theories of ageing.~~

The ongoing debate as to appropriate forms of care for the elderly will be reviewed and linked to their role of the elderly in western society.

(20,21,22,23,24,25,26,27,28,29,30)

The role of gender, race and class will also be examined. (31,32,33) as will ~~the~~ the complex relationship between the ~~social~~ social, physical and mental health of the elderly (34,35,36,38)

Finally, perspectives on the role of the nurse in the care of the elderly will be discussed. (39,40,41, 17 Evers H.k. 1981, op.cit.)

Pam. Smith

Jan. 1984

Pam:

Re: Books + article

Can we work up a system of reports?

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## NURSING MANAGEMENT:

The intention of the course is to acquaint the student with aspects of Nursing Management likely to be experienced at Staff Nurse level. The course will deal with management, that is organisational theory as well as with issues referring to actual practice and consideration of running a ward.

Illness as a biographical disruption will be considered in the first instance as an overall basis of implications for the running of a ward. Areas of co-ordination, teaching, work allocation, and patients' family involvement will receive consideration. Organisational theory which will include issues as related to professionalism will underpin practice-oriented placements. The National Health Service's expectation in terms of general goals and specific task requirements will be explored; and finally I suggest that a few sessions be given to the application to nursing practice of the research based on the 3rd-year course on research methodology.

If perhaps during the first term on a Friday students, following on from their Sociology of Health and Illness, then have a variety of active nurse administrators and practitioners to talk about their practice of work, then the second term the management course could include a session on application of nursing research at ward level as well as some ?Cynthia's work so well discussed in her thesis.

what

Doctors & staff — nurse general services:  
~~do it~~ different shifts.

Doctors delegate  
co-ordinator  
do doctor's rounds  
discuss procedure  
nurse's input  
Ordering of equipment  
what do I want someone else  
(informing relatives)  
talking to relatives  
take minutes with the  
when to call for medical help,  
builds keys into day programme  
giving reports (written + verbal)  
stable priorities

opportunity to discuss —  
at end of — live, test.