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Senate  
Advisory  
Committee to Nursing  
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Submission to the University Working Party, Nursing Studies

B.SC./SRN IN NURSING STUDIES - BEDFORD COLLEGE

In 1981 the then department of sociology (now re-named Department of Social Policy and Social Science) agreed jointly with Middlesex Hospital School of Nursing to develop and to teach an undergraduate course in Nursing Studies leading to a B.Sc. coupled with SRN qualification. Attached (Appendix A) is a brief outline of the course as offered to interested and potential students. For a more detailed exposition of the course, please consult Appendix B.

The department's relationship with Middlesex Hospital School of Nursing is, however, of much longer standing. It dates back to 1968 from which period onwards annually six students completed a shortened traditional nurse training following the successful completion of a degree in Social Policy. Though intake for this course was dropped in 1981 when the new course commenced, the Middlesex Hospital School of Nursing's commitment to the previous course will only cease by 1985.

The reason for the change in emphasis - from a degree in Social Policy to a degree in Nursing Studies - was the result of the department's and the School of Nursing's wish to develop their existing expertise. It was felt that because of the Department's unique combination and experience in the teaching and research of the social sciences - sociology, social policy, economics and medical sociology - a valuable contribution could be made to the practice and organisation of nursing by applying relevant social theory.

Behavioural Sciences

This amounts to a bold and imaginative experiment which attempts to identify for nursing practice a central intellectual focus. Whereas all of the nursing studies' programmes in Great Britain contain elements of the social sciences in varying combination and depth, at Bedford College the focus demands that their customary peripheral status be changed to one of overarching importance. The function of the social sciences, and in particular that of sociology, furnishes the student with models and tools with which to explore the social structure inside which nursing takes place. As nursing students become au fait with the whys and wherefores and the competences of nursing skills which include the social and psychological characteristics of themselves and their patients,

detailed knowledge of the social structure which defines and constitutes the milieu of and for nursing practice should provide for an understanding of the intricate complexities relating to health/illness phenomena.

The input of the biological, medical and psychological sciences was assured partly by Bedford College's own departments of physiology and psychology and partly by the promise of relevant and appropriate support from the Middlesex Hospital Medical School.

Professional Aspects:

Nursing professional experience was to be provided by the Middlesex Hospital School of Nursing in combination with Bedford College's own academic nursing staff. This meant that staffing arrangements for Nursing Studies was planned to comprise a total of four persons, two of whom were to be employed by the School of Nursing and two by Bedford College.

POSITION UP TO DATE

Start of Course : October, 1981.

Number of students : 1st Year ... 5 with an average A/1 score of 7.1

2nd Year ... 12 " " " " " " 7.58

Staff:

Bedford College has appointed two members of staff - the Director of Nursing Studies and one nurse lecturer. The Middlesex Hospital School of Nursing support is ensured via the General Nursing Council which finances two posts. One, to be administered through the University (not yet appointed) and one through the NHS but remains under the jurisdiction of the Middlesex Hospital School of Nursing. This person is in post and is partially involved in the teaching of the pre-1981 course while at the same time she also teaches in the Middlesex School of Nursing. Since the pre-1981 course is in the process of being run down to accommodate the development of the new 1981 course, that tutor's teaching responsibility is transferred from the previous set of students to the present ones and she should therefore be able to give all of her time to the new project.

Experiences to date:

The course being new and essentially untried, teething troubles were expected and met with as they arose. In particular, this related to the teaching of physiology, as a result of which the course has changed in depth and emphasis;

to the teaching of sociology which encountered conceptual learning difficulties as a result of which first-year students now participate in seminars together with other students of the department in addition to separate sociological seminars where the subject is related specifically to nursing; and to students' identity crises which need to take account of nursing students' special requirements that their respective learning experiences take place on more than one site, the university campus and the hospitals. This requires considerable adjustment as to students' expectations.

The teaching of the medical and biological sciences ran into some unforeseen difficulties. Unfortunately, Middlesex Hospital Medical School found itself unable to honour its promises of help as the result of drastic recent university cuts. Bedford College, at very short notice, has had to enter into different arrangements about the teaching of these sciences.

While at the hospital some staff took time in understanding the switching of the type of course, Bedford College nursing students were on the whole warmly received, well-supported and seemed to enjoy their clinical placements. Periodic meetings are arranged between ward staff and nursing tutor/Bedford College staff to explore arising and on-going problems.

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Perspective in relation to the envisaged merger:

Bedford College's merger with Royal Holloway College determines its move to the Egham campus by 1984-85 and the position of Nursing Studies must be reviewed in this context.

In principle, a completely new situation arises, because the GNC's acceptance of a joint SRN/undergraduate course relates only to one specific area health authority, based on a belief that the quality of teaching and the quality of nursing care varies between different health authorities. It is assumed that within one area there exists a uniform policy of care and therefore of its provisions, so that the mixing of areas for purposes of clinical placements would undermine homogenic developments of students' expertise. A policy of using one health authority does not necessarily require that all of clinical nurse training needs to take place in one hospital as health authorities comprise any number. *of hospitals.*

While Bedford College is in the process of exploring partnerships with a number of area health authorities around Egham, the GNC has indicated verbally that it would not support an application with either St. Peter's Hospital or with Ashford, but at the outside might consider Kingston Hospital. The finalisation of such a new submission must take at least two years.

There is an additional problem concerning a permanent provision in the medical/biological sciences on the Egham campus. The School of Life Science to be established there could well provide a tailor-made course for the nursing students which emphasises human physiology and its relationship to functional abnormalities, but problems might arise with the teaching of therapeutics, pathology and microbiology. Also, should Bedford College continue to separate medical sociology from its parent department by providing it with a central London base, particular components of that area of study would be lost to Nursing Studies and would have to be brought in specially.

Maintaining Links with the Middlesex Hospital.

An ideal solution would of course be to maintain links with the Middlesex Hospital. Distance appears to rule out its present arrangement if concurrent academic study and nursing practice are considered essential. One possibility would be to re-organise on a 'bloc' system whereby students spend periods of time on the campus interspersed with periods of time in hospital. This method of re-arranging the course is likely to jeopardise the course's paedagogical intention of constantly integrating theory with practice. It would provide for staffing shortages and difficulties because the course could not then be integrated into existing courses in the University and a number of separate courses would therefore have to be taught. Academic nursing staff would find such arrangement problematic in relation to their places of residence. If permanent living were out at Egham, teaching at the Middlesex for a long period of time would be very time- and finance-consuming, and if staff were to live in north London, near the hospital, teaching at Egham would likewise be problematic in terms of cost and time.

Further, students are likely to feel even more alienated from their respective teaching institutions. A bloc of time usually relates to about one term, and this is sufficient time to identify with the place in hand to reject the other place. And that is where not only teaching also takes place, but where eo ipso its quality, scope and range differs considerably from that experienced in the previous place. In other words, each time a bloc has been completed, and students return to the university or hospital, a re-organisation of thought processes and practices has to take place in students' minds, undermining

smooth learning experiences. In addition to the paedagogical problems, there exists the sheer logistics of the exercise. Students have to live somewhere and if a bloc system came into being, constant moving throughout the four years would become the order of the day, the norm. Students' identity and financial crises would be exacerbated apart from the difficulties of regularly finding different and suitable accommodation.

Another possibility exists whereby Bedford College's intention of providing central London accommodation for intercollegiate teaching purposes for postgraduate students could include the nursing students. Whereas at a superficial level, this sounds an attractive suggestion, nursing students' undergraduate status would isolate them from their peer groups, other undergraduates, and one of the main and important reasons why nursing and other students wish to enter university life is its socialising aspect, irrespective of its possible myth. And as far as teaching provision is concerned, though providing teaching accommodation on a central London campus will ensure medical sociology's and sociology's contribution, the problems would be in the provision of the medical/biological sciences, other social sciences and the research components.

A blue-print for the future:

As I understand the ad hoc committee has declared a principal interest in nursing studies, it may therefore welcome some ideas as to an 'ideal' nursing studies department.

While both medical schools and liberal arts colleges and departments vie with each other for the inclusion of nursing studies within the orbit of their particular boundaries, the development of nursing studies within a medical school faces specific difficulties. These are related to the uneasy partnership between nursing and medicine. Notwithstanding its symbiotic relationship of which there is ample evidence, professional rivalry within the existing power structure of medical and paramedical areas of responsibilities and expertise is unlikely to encourage the furtherance of nursing studies except on narrow specific lines determined mainly by the medical profession on the basis of 'I want my nurse to do so and so'. Nursing as a newly-developing practice discipline needs to move away from such ideological chains and be able to develop freely into that kind of practice determined by larger societal forces than narrowly conceptualised occupations..

A nursing department then, with its customary professorial head, a one-time professional nurse, flanked by people representing the three arms of generic

areas of study - the professorial, the biological/medical and the social sciences - would constitute such a unit. Whereas it is essential that the professional studies are led by a professional nurse, this is not necessarily essential for the other two areas of study which, however, require professional knowledge input in order to apply their generic sciences to the practice and organisation of nursing. While such people's research interests would be in the application of their sciences to the organisation and practice of nursing, they need to declare an interest in the further and most recent developments of their own disciplines as to infuse their dynamics into nursing with the help of the professionally-oriented.

At one level, nursing studies' aim is ultimately the production of a well-educated, competent nurse, capable of initiating, developing and executing nursing practice as an autonomous occupation. Given modern medical and social developments, a competent nurse so prepared will be able to use knowledge derived from research findings and methodologies in the area of medical, biological and social sciences for the benefit of individualised and group patient care delivery systems. Such a course's main aim is that theory and practice relate to one another in that they inform one another. In this way, the dialectical process thus initiated will constantly question nursing practice, the academic object of the nature of the enquiry of the course. All the subjects which contribute to nursing studies must be related to nursing practice. That is their extrinsic function, irrespective of other intrinsic factors which may or may not benefit the individual student. As nursing knowledge develops out of generic sciences, broadly conceptualised, their concepts and theories need to be taught and investigated as to their usefulness for nursing practice. While all of the sciences, social and natural, contribute to nursing knowledge, the overarching role of the social sciences requires further elaboration.

Traditionally, a lay person's idea about what constitutes a good nurse refers mainly to sterling qualities of exhibiting good character. This essentially moral overtone is now being questioned and displaced professionally by an understanding of a competent nurse whose main qualities exhibit abilities to identify and recognise patients' (nursing) needs, to meet them, and to evaluate accordingly one's nursing practice. The nurse needs to understand at the same time the social contexture against and inside which such need-determination and its meeting take place at specific historical periods for an understanding of social change. The well-educated, competent nurse who should be the final product of a nursing studies course must be able to initiate change in terms of

the definition of nursing, in terms of its practice, in terms of its organisation and in terms probably of its goals. Without a clear understanding of the social structure, of the social dimensions which define nursing, a deliberate attempt at changes in the organisation of care and in the execution of techniques is unlikely to be very fruitful. Knowing the 'correct' techniques is one side of the equation; the other side is concerned with the social contexture which spurns those specific techniques and no others. The social sciences provide the tools with which to ask those questions about context and function and provide explanatory models which change historically over time to comprehend reflections about tasks and practices.

Unique problems of nursing studies departments:

Part of their unique problem up to date lies in relation to the finding of appropriate literature to support their theoretical and clinical teaching. At the moment there exists little nursing literature which is easily available and which can be obtained by merely going to the appropriate shelf in the library. While on the subject of library facilities, nursing students have particular problems related to time and the opening hours of university libraries. Often, their practical placements are so timewise organised that when nursing students come off duty the libraries are usually shut and anyhow students are too exhausted to commence a library search. An impending nursing department should be particularly endowed with money to facilitate a specific library, the xeroxing of material and a nursing research librarian to help search for appropriate material from the generic sciences applicable to nursing practice and organisation.

The reason why in conventional courses nursing is instructed, is taught merely as a practical practice, is because research literature is not obviously around, nor has the traditional nurse-tutor the ability to seek it. Nor is it obvious that nursing knowledge is anything but an accumulation of 'experience' which needs no further elaboration than the development of 'tender love and care'. But teaching by experience, as is the habit in most schools of nursing, is not only time-consuming, but also penalises the student paedagogically. To the extent that a person's experience is circumscribed by time, inclination, perception, range and scope and other factors, a student's learning exercises depending on someone else's experience only will be limited and one-dimensional. Teaching, however, on the basis of research findings and its systematic organisation, provides for the student a learning environment that can be called academic and from which generalisations are possible. It is therefore the academic nursing

staff's responsibility to collect material from extensive reading in the medical, biological and social sciences and to accumulate this knowledge and file it appropriately for the students' benefit. (For this work, ideally one should have a library researcher).

Nursing lecturers, like other academics, have a responsibility to produce research, which is important for the development of the nursing studies department (it is also important for purposes of personal promotion). Historically, nursing studies lecturers are penalised as to available research time compared with that of their non-nursing counterparts who have much less student involvement as they don't supervise clinical placements. The setting-up of a nursing studies department needs therefore to enquire very carefully as to student/staff ratio to enable academic staff to pursue their research interests in the same way and manner as other academic staff, so that their career development is ensured. While it is tempting for a developing nursing studies department to concentrate in the beginning heavily on the teaching of nursing students, leaving research developments to a later period, this sort of development might militate against the flourishing of a dynamic department. Postgraduate students are essential for the development of a lively academic community and ideally the whole research enterprise should develop side by side with the rest of the department. However, this sort of profile requires resources of a type and extent which usually is not available right in the beginning of a new enterprise. There is a lot of debate about optimal sizes of departments and very large ones are apt to break up and fragment, losing their core, while very small ones suffer social and intellectual isolation. But as long as resources are scarce and as long as, because of the scarcity, departments are and remain weak, all available resources should ideally be thrown together, given that emotional and intellectual temperaments are indeed compatible.

It is hardly possible to develop an 'ideal' nursing studies department without a concurrent curriculum design, but such an enterprise would require a much longer paper.

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Bedford College,  
Department of Social Policy  
and Social Science.

B.SC./S.R.N. COURSE IN NURSING STUDIES

The field of health care delivery is changing rapidly and in 1980 Bedford College decided to revise its undergraduate nursing programme to prepare its graduates to meet the challenges. Its new four-year undergraduate programme leads to a degree in Nursing Studies coupled with SRN qualification.

The central intellectual focus of the course is the study of nursing itself - its history, its changing and constant contents and practices, its occupational divisions, its managerial dimensions - all seen from the point of view of contextual forces. As one of the main purposes of the course is the production of a competent and educated nurse of a general kind, its aim is to develop nursing students' understanding of the complexity of nursing care by helping them to acquire a dynamic and creative approach to the changing situation of nursing practice and to be responsive to new emphases.

The process of nursing practice requires nurses to develop systematically new knowledge from theories and concepts of the generic sciences. As a newly-developing discipline, nursing traces its roots to the biophysical and social sciences, to professional disciplines, to the humanities and to an evolving body of nursing theory. Nursing practice is about health care delivery to populations, about individual patients and their problems and about evaluation of the impact of its service on the health status of the individual and populations. Therefore, nurses need to learn to apply theories from the generic sciences as well as to be responsive to society's changing health needs brought about by contemporary health/illness problems. As promotion of health is broader than individual health services, efforts at health maintenance require that nurses be competent to act in the political area, influencing and shaping such policy as affects the health of populations.

Curriculum:

The Unit offers a programme which is designed to prepare general nurses for beginning nursing practice. It provides students with a broad understanding of the social context inside which nursing takes place, of the scope and nature of contemporary health problems, of research methods, along with special knowledge of the social services and nursing practice skills in hospitals and in the 'community'. The integrated nature of the course requires it to operate within any given week of the university terms on two sites. While two-and-a-half days a week are spent involved in clinical practice arranged and organised through the Middlesex Hospital, two-and-a-half days per week are involved in non-clinical experience on the university campus. Clinical practice is augmented during the summer term which for this particular purpose is being extended by about 3-4 weeks when nursing students undergo a period of full-time nursing practice in the hospital.

The first year of the course introduces the student to a core course in nursing, to sociology, to anatomy and physiology. The issues and themes of the core course - origins of nursing, health/illness phenomena, nursing work and organisation, nursing versus the medical model - are developed in more depth throughout the subsequent years of study. Nursing practice will take place in a variety of wards where the student will be introduced to varying levels of nursing care. Students will explore what are commonly known as the 'activities of daily living' which relate to psycho-social and physiological phenomena without which a human being is deemed not to be able to survive. The activities of eating, breathing, sleeping, eliminating, moving, communicating etc., will be considered from the point of view of norms and deviations so as to understand the objectives of optimal health as a basis of nursing care and medical pathology.

The second year will cover sociology, human relations, therapeutics and pathology. Nursing practice will concern itself with nursing of the adult sick in areas of surgery and medicine. Nursing students will also undergo a nursing experience in psychiatric nursing. All of the nursing experiences will be underpinned with appropriate courses at a theoretical level illuminating nursing practice.

During the third year, nursing students will take courses in microbiology, social policy, history of nursing, and research methods. Nursing placements will be in obstetric and paediatric institutions and all of practice will be accompanied by relevant course material. Further nursing knowledge will be provided in the areas of 'community nursing' in gynaecology and in trauma.

The fourth year will cover sociology of health and illness and applied nursing research, and will provide for a consolidation period of nursing practice underpinned by a course in nursing administration. Students will consider chronic illnesses, geriatrics, theatre and intensive care.

During the third year, students are required to commence on a dissertation to be completed by the fourth year in an area of choice related to nursing practice.

#### Admissions:

Admission to the undergraduate programme is for those who have the necessary level of preparation for the study of nursing at Bedford College. Preferred requirements at O-Level are good grades in English Language and Literature, Maths, Biology and Chemistry. At A-Level, the preferences are good grades in Biology and the Social Sciences.

#### University Examinations:

Examinations of all subjects during the particular academic year will be conducted during the third term of each year. The student's class of degree is calculated according to her/his performance on all units taken except that a greater weight is given to courses taken in the later years of the degree.

Each course will require term papers and/or projects which are marked. Grades received will help students orient themselves in relation to their academic and practical strengths and weaknesses. Practical examinations will take place during placements on a fail or pass basis.

Uniform:

As Bedford College's undergraduate nursing course differs from that of the conventional nurse training, nursing students do not wear hospital uniform but a simple white dress without cap.

General Nursing Council:

For the purposes of the SRN qualification, the course is accredited by the General Nursing Council so that students who pass the university examinations will, on application to the GNC, receive their SRN qualification.

Registration fee for the GNC at the time of going to press is £11.00, payable on day of registration with the Nursing Studies Unit.

Nursing Placements:

As the amount of nursing practice students have to undergo in order to qualify for their SRN component of the course is determined by the General Nursing Council, the hours of nursing practice will be monitored. Students who absent themselves from practical placements without explanation will be subject to disciplinary procedures by the department. If students fall ill, medical certificates will be required and time missed must be made up.

Disciplinary Measures:

Unlike traditional nursing students, nursing undergraduates are not employees of the N.H.S. and therefore not subject to a labour contract. However, for the purposes of disciplinary procedures, each student is required to sign a separate document outlining in detail undergraduate students' duties, obligations and privileges.

Marion Ferguson,  
Director of Nursing Studies  
October, 1982.

## COURSE PLAN

( APPENDIX B )

YEAR	MEDICAL/BIOLOGICAL SCIENCES	SOCIAL SCIENCES	NURSING - PRACTICE	
I	PHYSIOLOGY AND ANATOMY	SOCIOLOGY I	CORE COURSE IN NURSING  COMMUNICATION IN NURSING	GENERAL NURSING
			8 weeks' full-time Nursing Practic	
II	THERAPEUTICS AND PATHOPHYSIOLOGY	SOCIOLOGY II PSYCHOLOGY	SOCIOLOGY OF MENTAL HEALTH  NURSING OF THE ADULT SICK	PSYCHIATRIC NURSING  MEDICAL ) SURGICAL) NURSI
			8 weeks' full-time Nursing Practic	
III	MICROBIOLOGY	RESEARCH METHODS SOCIAL POLICY	SOCIOLOGY OF FAMILY HEALTH/ SOCIOLOGY OF BIRTH  EXTENDED NURSING ESSAY  ISSUES OF COMMUNITY HEALTH HISTORY OF NURSING	OBSTETRIC NURSING PAEDIATRIC NURSI  "COMMUNITY NURSING
			8 weeks' full-time Nursing Practic	
IV		SOCIOLOGY OF HEALTH AND ILLNESS	NURSING ADMINISTRATION  AGEING PROCESS REHABILITATION CHRONICITY NURSING EXTENDED ESSAY	CONSOLIDATION PERIOD OF GENERAL NURSING  GERIATRIC NURSING  THEATRE/INTENSIVE CARE
			8 weeks' full-time Nursing Practic	

BROAD AIMS:

The first year's broad objectives relate to students developing a critical and an enquiring mind as they build a foundation for the acquisition of knowledge. Students are to develop presentation skills for oral and written material. Their clinical experience is in non-specific general wards for two and one half days throughout the academic year followed by eight weeks' consolidation period in June and July. The aim of nursing practice throughout the first year is concerned mainly with adjusting to ward experiences - to become comfortable - to gain appropriate expertise of and an insight into the life of a hospital. Students are to develop beginning competencies in basic procedures relevant to various types of nursing found on the wards. Such skills will also relate to general orientation to the hospital world, types and numbers of departments, their functions and purposes, nursing and non-nursing; general orientation to ward practices, to emergency transfers; to witness doctors' rounds, to accompany patients to other departments, to understand procedure books and to generally become well-informed about the nature of a hospital structure. Each nursing student is to present verbally and written a simple patient care study focusing on a patient's ability to cope with normal physiological/psychological and social functioning in relation to his/her illness.

Assessments: ward reports, one in each placement, lecturer's report, one patient care study in each placement.

GENERAL AND HUMAN PHYSIOLOGY

The course provides for an introduction to the structure and normal function of major organs of the body.

Themes and topics to be discussed:

Physiology of nerve, muscles, central nervous system; neuro-muscular and synaptic transmission, cardiovascular and respiratory physiology; alimentary, renal, endocrine and reproductive systems, elementary immunology, membrane physiology, special senses. All with particular reference to the human system.

Teaching Methods:

Lectures  
Seminars  
Experimental/practicals.

Assessments:

- (i) End-of-year examination;
- (ii) In-course assessments.

SOCIOLOGICAL PERSPECTIVE

The course provides for an introduction to sociological theory.

Contents, issues and topics to be discussed:

The nature of social reality; sociological perspectives; traditional and industrial societies; urban and rural communities; the nature of social order and unity; social problems in modern society; the nature and direction of social change.

Teaching methods:

Lectures/seminars/students' presentation.

Assessments:

- (i) end-of-year examination;
- (ii) in-course assessments/essay.

CORE COURSE IN NURSING

The course provides for an introduction into nursing concerns.

Contents/Issues and topics to be discussed:-

Introduction to nursing and the nursing profession; what is understood by nursing; the care/cure dichotomy; meaning of health and illness and changes over time; institutions delivering health/illness care; the structure of hospitals; models of nursing; the 'nursing process'; the health model; activities of 'daily living'.

Teaching method:

Workshops/seminars/student presentation/discussions.

Assessments:

- (i) end-of-year examination;
- (ii) in-course assessments - essays.



THERAPEUTICS AND PATHOLOGY

The course introduces students to the pathophysiology and chemotherapy of common disorders.

The initial course will be based on a systems approach as related to both subjects. The nature, dimensions and range of each abnormality will be explored through its micro-macro manifestations, its aetiologies and its effect on physiological process and the expression of that abnormal physiology through signs and symptoms. Emphasis will be placed on measurements of abnormal physiological phenomena. The recognition, interpretation and reporting of the significance of those findings will be scrutinised and considered as to their merits. Chemotherapeutics appropriate to the disorders, the administration, absorption, distribution metabolism and excretion of drugs together with their side effects and objectives of treatment will be taught, bearing in mind in particular the implications for therapeutics of the nurse's close relationship with patients.

Teaching methods:

Lectures/seminars/students' presentation of material.

Assessment:

- (i) End-of-year examination;
- (ii) In-course tests and essays.

SOCIOLOGICAL PERSPECTIVES

This course follows on from the course in sociological perspectives Year I.

Themes and issues to be discussed:

Gender roles, ethnic minorities, organisation, professionalism, modern occupations and professions; interactionism, authority and power, the division of labour, bureaucracy in modern society, social stratification.

Methods of Teaching:

Seminars/students' presentation.

Assessment:

- (i) End-of-year examination;
- (ii) Students' papers.

HUMAN RELATIONS (Psychology)

The course introducing students to psychological theories generally and in particular to how they might apply to everyday nursing experiences. Patients' behaviour will be explored and made comprehensible in relation to crises of illnesses and hospitalisation. Patients' and families' dynamics in relation to responses to crises will be examined. Approaches in psychological literature will be compared and contrasted in considering traditions of management, measurement, psychological testing and psychodynamics.

The objective of the course is to provide students with intellectual equipment that will enable them to locate their patients and understand their observations of them and of themselves; to develop supporting mechanisms in relation to their patients' needs and particular skills in identifying areas of stress and in the care of patients with mental handicap.

The subject-matter will be explored through a generational approach by taking a developmental psychological view of the human life-cycle, by focussing on students' practical work as they discuss their learning experiences which arise out of the clinical situation. Students' own responses will also be discussed and how to depend on similar variables to those of their patients; the dynamics of the family, the meaning of illness and of belonging to particular social and cultural groups. Whilst the theoretical framework will use a developmental psychological approach, psychological theories will be discussed and their appropriateness for nursing considered.

Methods of Teaching:

Lectures/seminars.

Assessments:

End-of-year examination.

ISSUES IN MENTAL HEALTH

This course supports the psychiatry nursing experience students undergo.

The main approach will be a social analysis of problems relating to mental health and the mental health services. Past and present theories and treatments of psychiatry will be explored and the more recent ideas about developments of psychiatry and its therapeutic potential will be examined and questioned. The role of nurses and in particular psychiatric nurses, will be examined and consideration given to the strengths and weaknesses of the psychiatric profession and of the mental health services as they affect patients and population at large.

Methods of Teaching:

Lectures/seminars.

Assessment:

- (i) End-of-year examination.

NURSING OF THE ADULT SICK

This course involves the students in and with further developments of the conceptual framework to which students were introduced in the first year, so that nursing practice within a centre setting of mainly medical and surgical patients will be consolidated.

Objectives:

To become acquainted with principles of medical and surgical nursing.  
To apply previously-learned theoretical concepts to practical situations.  
To display level of competence in nursing skills as they relate to individual patients' requirements, recognising patients' mental and physical states and understanding of therapeutic procedures.  
To understand the notion of 'continuation of care' both within the hospital and outside, between the hospital, the home and the primary care delivery system.

The approach to disease will be through a system analysis in terms of patients with problems - nursing problems of the circulatory system, of the muscular system, etc.

Other topics will concern general problems; that of pain control; that of maintaining continence; that of supporting mobility etc. The approach will be an inclusion of consideration of life-style using patient teaching exercises where appropriate.

Methods of Teaching:

Workshop/student presentation.

Assessment:

- (i) End-of-year examination;
- (ii) Oral report on patient care problems.

PRACTICAL NURSING SKILLS

The first two years provide for an introduction into the nature of the provision of nursing care and facilitated appropriate experiences in the nursing of patients undergoing medical, surgical and psychiatric treatment. The third year practical experiences are planned to consolidate the first two years in the areas of obstetric, paediatric and 'community' nursing, while the fourth year will focus more on ward management, moving away from individualised nursing care to comprehend ward administration, taking into consideration an aggregate of individualised patients' nursing needs.

SOCIAL POLICY

The course will introduce students to the British pattern of health care delivery, using an historical approach. Issues to be explored will focus on the nature of forces shaping health care delivery patterns and on the political and economic aspects of health care. Concepts of need and demand, issues of equity and efficiency as they relate to the allocation of health priorities will be examined.

Methods of teaching:

Lectures/seminars.

Assessment:

End-of-year examination.

ISSUES OF HEALTH AND ILLNESS IN THE COMMUNITY (Primary Care)

This course will explore certain aspects of primary care depending on availability of experiences. Students will accompany district nurses and health visitors to become acquainted with their roles and to learn how to assess patients' health status. They will also visit and participate in the work of health centres and occupational and school nursing. The curriculum will exemplify the definition of 'community' nursing, will explore health/illness issues at the level of the community and its roles and responsibilities. It will examine the State's agencies in providing preventive, supportive, therapeutic and restorative services to individuals, to families and to other social networks.

Methods of teaching:

Lectures/Seminars.

Assessment:

End-of-year examination.



ISSUES IN MATERNAL, CHILD AND FAMILY HEALTH

The course will examine theories and concepts basic to the role of the nurse in maintaining, supporting and initiating nursing innovations in childbearing and childrearing family networks and other social units. Focus is on the sociology of health and illness as it influences and relates to birth and to women's health (though nursing is essentially a female profession, it often seems to ignore specifically the health care of women) and will augment the cause of the care of mother and baby as part of the obstetric experience.

Teaching Method:

Seminars and lectures.

Assessment:

End-of-year examination.

Microbiology:

This course will examine basic concepts of bacteria - virus, fungi, protozoa. It will concern itself with issues focusing on immunisation, on disinfectants, on public health, sanitation, sterilisation, antiseptic processes . The general orientation of the course will be in the direction of applied medical microbiology rather than consider in detail academic aspects.

Teaching methods:

lectures/seminars.

Assessment:

end-of-year examination .

RESEARCH METHODS

This course aims at providing a systematic study of research methods used generally in areas of medical sociology and specifically in nursing. Research complexity, problems of adequacy and limitations will be improved. As students are introduced to quantitative and qualitative methods of research, they are to identify researchable questions and to learn about reading, writing and presentation of reports. They are to consider ethical issues and questions of 'value free' and 'value bias'. They will be introduced to a selection of research problems, research designs, sampling, measurements and data collections and methods of data analysis which include theoretical and descriptive data.

Methods of teaching:

Lectures/seminars.

Assessment:

End-of-year examination.

SOCIOLOGY OF HEALTH CARE

This course will concern itself with issues and problems as related to health/illness and patient care. The course will develop a number of themes introduced in previous years and study them at greater depth.

Methods of teaching:

Seminars.

Assessment:

End-of-year examination.

WARD MANAGEMENT

Section 1

The course aims at achieving a level of competence in ward management practices. The content is derived from current theoretical constructs of organisation and management and will rely heavily on input by ward sisters. It will focus on major administration functions and processes and emphasis will be on personnel and fiscal management and staffing. The nursing practice of consolidation will function as the practicum of the course and will synthesise and individualise individual ward programmes. Management and clinical nursing theory will be tested in relation to the promotion of effective nursing care.

Section II

Will deal with professional issues which dominate the nursing scene of the day.

Methods of teaching:

Lectures/seminars.

Assessment:

End-of-year examination.

DISSERTATION

Opportunity is provided for independent pursuance of knowledge and understanding as opportunity is provided for each student to use his/her clinical expertise, theoretical knowledge and research skills in the investigation of nursing clinical problems which are of interest, culminating in a dissertation of ... words. Students will be encouraged to select topics of personal interest so that a spirit of enquiry can be allowed to foster and mature as they learn to synthesise the generic knowledge obtained throughout the years of study.

Teaching Methods:

Supervised individual projects.

Assessment:

Grading of Dissertation.