

## CONTENTS

1. The Present Combined Course and its Future Development
2. Appendices
  - i) Organisation of the present "Fourth Year" (Post-Graduate) Programme.
  - ii) Syllabus of main courses taken by present students as part of their university studies
  - iii) Extracts from the Report of the Committee on Nursing (Chairman Professor Asa Briggs) October 1972
  - iv) Applications for the present Combined Course.
  - v) Contents of Degree Courses elsewhere
  - vi) Inaugural lecture of Dr Margaret Scott Wright, Professor of Nursing Studies, University of Edinburgh January 1973.

The Present Combined Course and its Future Development

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/SRN.

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

To date, 51 students have embarked on this degree linked course:-

<u>Span of Course</u>	69/74	70/75	71/76	72/77	73/78	74/79	75/80	76/81
<u>Number Entered</u>	4	9	5	7	7	6	7	6
<u>Number Dis-Continued</u>	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 SRN training

2 left during nursing terms

2 left after graduating from university

There are now seventeen graduates able to practice nursing and twenty one still reading for the degree linked nursing course.

Cont'd.....

B.Sc/SRN COURSE

YEAR	NUMBER OF STUDENTS COMMENCED COURSE	NUMBER WHO HAVE LEFT IN THE COURSE	REMAINING
1969	4 commenced	1 left after 3 months unable to obtain grant	3 completed course
1970	9 commenced	1 left after 2 years - (teacher training after completing degree) 1 left after 2 years - psychiatric illness 1 left after 5 months nursing - teacher training 1 left after 1 year post-graduate nursing - teacher training	5 completed course
1971	5 commenced	1 left after 1 year of degree course - not happy with Sociology syllabus	4 completed course
1972	7 commenced	2 completed Degree - resigned from nursing 1 for teacher training, 1 for employment in Social Services Department.	5 completed course
1973	7 commenced	1 joined religious teaching order 1 transferred to 3 year course - did not like University. 1 failed Degree	4 in training
1974	6 commenced	1 left University after 1 term - nurse training at the London	5 in training
1975	7 commenced	1 transferred - degree course reading English	6 in training
1976	6 commenced		6 in training

TOTAL COMMENCED: 51

TOTAL NUMBER LEFT THE COURSE: 13 (NB 2 not lost to nursing)

B.Sc/SRN COURSE

YEAR	NAME	HONOURS DEGREE IN SOCIAL SCIENCE AND ADMINISTRATION	CAREER
1969	BUNTING, Alison Margaret	Third	V.D. Contact Tracer - St Thomas's Hospital.
	FAKER, Hilary Jane	Third	Counselling and psychotherapy. Recently applied for Staff Nurse Post in Geriatric Hospital.
	NOBLE, Ann Margaret	Lower Second	Social Work training in Suffolk.
1970	WATTS, Mary Helen	Lower Second	Psychiatric Course St. Luke's-Woodside Hospital .
	ROYSE, Christine Clare	Third	Social Worker at The Brook Hospital.
	HARTMOND, Patricia Ann	Lower Second	Accident and Emergency Department University College Hospital.
	LACEY, Elizabeth Ann	Upper Second	JBCNS Course National Heart & Chest Hospital. Appointed Sister in the Intensive Therapy Unit. Middlesex Hospi- -tal.
	PRICE, Elizabeth Ann	Lower Second	Travelling Overseas
1971	DONALDSON, Dorothy Mary	Lower Second	Marriage
	HANSON, Heather Elizabeth	Lower Second	Recently completed Health Visitors Course (Distinction) intends to continue at Leeds.
	MARSHALL, Anne	Upper Second	Staff Nurse at The Middlesex Hospital, leaving to take Health Visitors Course.
	TAYLOR, Stella Mary	Lower Second	Staff Nurse at The Middlesex Hospital.
1972	SIMM, Antonia, Rolfe Tweedie	Lower Second	Staff Nurse at The Middlesex Hospital
	NORTIMORE, Jane Leach	Upper Second	" " " " " "
	HORTON, Elizabeth Ellen	Lower Second	" " " " " "
	KING, Frances Mary	Lower Second	" " " " " "
	LE MAITRE, Nicola Leonie	Lower Second	" " " " " "
1973	DOWNING, Jane Antoinette	Third	
	DUX, Caroline Margaret	Lower Second	
	POSTER, Alison Mary	Upper Second	
	GOODRICH, Marian	Upper Second	
1974	COOPER, Elizabeth Jane	Upper Second	
	DAVIS, Daphne Evelyn Jill	Lower Second	
	LAW, Margaret Ann	Upper Second	
	STONE, Judith Mary	Upper Second	
	FITZPATRICK, Jane	Third	

The course was set up in the belief that:-

- a) 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. In particular it was felt that they would achieve knowledge of the Sociology of medical care and of social work
- b) In educating nurses to an advanced level we are aiming at producing thoughtful articulate and flexible individuals with a depth of knowledge able to deal with a wide variety of situations and capable of an analytical and critical approach to daily work thus improving, to the benefit of all patients, the level of care and the practice of nursing.
- c) Graduates would be well equipped to assist in the formulation and interpretation of policy in nursing administration at all levels of organisation and responsibility national and international, in professional organisation and in nursing education and research

It is factual that a high percentage of potential student nurses gain the necessary qualification for entry to University and therefore such schemes are well within their grasp enabling them to reach their true academic potential and fulfill their strong desire for a vocational career.

There are now 20 Degree or Degree linked courses and 9 Diploma in Nursing Courses in this Country. At Cardiff and Manchester Universities the degree obtained is of Bachelor of Nursing. at Chelsea College B.Sc Hons Degree in Nursing Studies and at Edinburgh and Ulster B.Sc (Social Science - Nursing). In all these instances a four year course provides an integrated programme of theoretical teaching and nursing experience. The students are based in a university department of nursing studies while gaining practical experience in local hospitals and community services.

The degree courses at other universities provide the opportunity for the student to obtain a degree in another discipline e.g. Social Science, Life Science or Economics. In addition, part of the University vacations and a period of time after graduation is spent in a specific health district where experience is gained leading to the appropriate nursing qualification.

#### ORGANISATION OF THE EXISTING COURSE

Length: 225 weeks

First 3 years

#### Year One:

Commencing in September, pre-university course, one month (hospital based)

#### Aims

1. To introduce the students to the National Health and Welfare Services as they relate to the care of all age groups through the life span.
2. To promote understanding of the organisational structure and function of the Hospital.
3. To introduce the principles of total patient care including observation over 24 hours in three eight hour shifts.

October to June - University Studies. (see below)

July - Vacation Course I. One month hospital based.

#### Aims

1. To introduce the student to the Sociological problems of selected patients who are:-
  - a) admitted to hospital as emergencies;
  - b) attending a specialist department for sexually transmitted diseases.
2. To enable the student to explore the different agencies through which such attending problems may be relieved or resolved.

Year Two:

October to June University Studies (see below)

July Vacation Course II. One month hospital based.

Aims:

1. To enable the student to gain an understanding of mental illness, its causes and treatment.
2. To increase the students' understanding of psychological needs in order to develop further human relationships skills and to relate the experience gained to the academic studies.

Year Three:

October to June University Studies. (see below)

Year Four:

August to December. Post Graduate Nursing Course. 4 Terms or 17 months duration.

Throughout all clinical experience students are guided to apply the theoretical concept of the nursing process to the care of patients so that they will enhance their powers of observation in:-

1. Assessing the patients needs;
2. Formulating nursing care plans;
3. Providing nursing care;
4. Assessing nursing care given by highlighting problems encountered and providing possible solutions.

The aim of this experience is to achieve an integration of subjects of the General Nursing Council syllabus and the concurrent theoretical and practical teaching of complete patterns of nursing care and management.

Con'd .....

The students learning is particularly directed to:-

1. The study of patients as people and meeting their needs;
2. A general study of the nature and causes of disease including social and economic factors and epidemiology;
3. Preventive, curative, rehabilitative and psychological aspects of illness and nursing care;
4. Services within hospital and community;
5. Administrative aspects of nursing at ward and local government level: and in professional relationships;
6. Teaching and supervisory skills;
7. An appreciation of scientific method; the part played by the nursing staff in observation and reporting; research into problems of nursing technique; administration and communication.

Throughout the clinical experience teaching is concurrent with the various experiences the methods used being formal lectures, tutorials, seminars, multi-disciplinary discussions, projects, visits, demonstrations and supervised practice.

#### UNIVERSITY STUDIES

The Degree component of the present combined course has existed in three forms, the BA/BSc Sociology Branch III, the BA/BSc Social Science and Administration, and the BA (Course Unit Degree) with Special Field of Study in Social Policy. The basic ingredients however, have remained much the same and the following description is therefore based on the BA (Course Unit Degree) which will operate with effect from this October.

Con'd .....



All students in the Department take a common first year programme which is designed to provide them with a basic understanding of the major social science disciplines taught in the department. There are six courses each weighted at half a unit;

Introduction to Social Structure  
Introduction to Sociological Theory  
Introduction to Politics and Government  
Introduction to Economics  
Introduction to Research Methods  
Introduction to Social History

Students offering Social Policy as a special field of study will take eight further courses in the second and third years as well as writing an extended essay on a subject within the Social Policy area. A fairly wide choice of courses is offered and what follows is no more than a typical programme that might be followed by a student on the combined course who wished to select a programme that was specially relevant to her professional studies:

Social Policy (compulsory)  
Research Methods (compulsory)  
Social Structure of Industrial Societies  
Public Administration  
Social History  
Sociology of Medicine  
Health Administration  
General and Social Psychology

The subject of the extended essay would probably be chosen to reflect some aspect of the student's professional interest.

There is no compulsion on the student to select courses relevant to their professional training and the Department makes no attempt to provide such courses. It simply happens that the health services constitute one of the major areas of social policy always studied in Social Policy or Social Administration degrees, (both titles are in common use). Moreover, the Department has chosen to concentrate its major research and post-graduate work in the application of the social sciences to professional areas, one of which is medicine and the health services (the other being law and in particular family law). Thus the undergraduate course in Sociology of Medicine is a spin-off from the work of the Social Research Unit under Professor Jefferys and

Cont'd.....

and Professor Brown (which also runs an MSc in Sociology as applied to Medicine), this work having the support of the Department of Health and Social Services and of the Medical Research Council.

Development of the Combined Course

We believe that the present combined course has been very successful. Nevertheless, there are improvements that could be made and which ought to be made but which would require additional resources

- 1) A larger input of psychology would be desirable. At present we depend upon the L.S.E. where the course is heavily over-subscribed. The course suffers from the absence of a preliminary course in general psychology. Ideally psychology should feature as one of the first year courses introducing students to the major social science disciplines. That it does not, is entirely a matter of resources which it may be possible to overcome in the future.
  
- 2) There would be considerable advantage in deferring the study of some of the specialist courses until the students have advanced further with their professional training, and the Extended Essay would benefit considerably if it were written towards the end of the student's professional training.

One of the aims in introducing a degree in Nursing would be to incorporate these two improvements. Other objectives would include organisational improvements that would remove the present limit of six students a year and make it easier for students to transfer into and out of the course after entry. But the essential basis of the degree would remain as it is at present, a liberal education in the behavioural sciences that would include courses relevant to professional study but were not designed specifically to support professional training.

So far Universities establishing a four-year integrated nursing degree have not followed such an approach. Instead they have given equal weight to the behavioural sciences and to the biological sciences. Since both of these areas include the study of two <sup>or three</sup> ~~of these~~ separate subjects, (e.g. the behavioural sciences usually consist of psychology, sociology and social policy and administration while the biological sciences might include anatomy and physiology and chemistry and biochemistry as well as the hospital sciences) it would seem that they cannot

Cont'd .....

in themselves provide the basis for an honours degree. Moreover it is not practicable to suppose that students will arrive at University with a sixth-form preparation that will enable them to proceed immediately to advanced work in both the behavioural and the biological sciences. It can be argued that the honours basis should lie in the nursing studies themselves the third element is the degree. Eventually this would seem the logical development once University departments have been established where research is carried out by the established leaders of the profession. We would <sup>argue</sup> ~~agree~~ that that time has not yet arrived and that our immediate concern is (i) to provide an education that will prove to be of benefit to nurses who go on to positions of responsibility in their profession (including responsibility for teaching and training) or who specialise in areas of nursing where the behavioural sciences are especially relevant and (ii) to provide a base for the development of professional knowledge through academic teaching and research.

With these aims in mind, priority must be given not to ensuring a comprehensive coverage of everything in the behavioural and biological sciences that is relevant to the study of nursing care, nor to selecting from this enormous selection of <sup>possibilities</sup> ~~priorities~~ those <sup>parts</sup> ~~facts~~ which we consider essential but instead to devising a coherent academic programme based upon the resources at our disposal or obtainable. A course-unit structure has the advantage of allowing resources to be exploited for more than one purpose and it would also enable individual students' programmes to be adapted to answer their qualifications and interests. A detailed proposal must await amongst other things the deliberations of this working party and at this stage only very tentative outlines are put forward for discussion

- (1) Students should acquire in their first year a good basic understanding of the behavioural sciences to include psychology in addition to the present programme which would need to be modified accordingly.
- (2) No substantial academic study of the biological sciences is possible within the objectives of the degree or with our present resources; such a programme however might be developed as an alternative to one based mainly on the behavioural sciences. In any event some study of e.g. physiology ought to be included (just as some study of the behavioural sciences would be of advantage in a biological sciences based degree).
- (3) The compulsory units after the first year should include the present courses

Cont'd. ....

in Social Policy, Research Methods and the Sociology of Medicine.

- (4) At least one unit in Psychology (in addition to a first-year course) should be compulsory.
- (5) The students should spend all or nearly all the first year in academic as against professional study and all of the fourth year (except possibly for writing an Extended Essay) on professional studies. This would enable students to have a definite focus for their studies in each year, rather than having two distinct foci throughout their course and would also make transferring into the degree possible up to the end of the first year (and out of the degree at almost any stage).
- (6) The course would (as now) make use of the long vacations for professional study.

Before, however, we proceed further with this discussion, we need to decide whether any such radical change is necessary or desirable. There are only two really important arguments for change.

1. The restriction of numbers (to c. six per year) which the present arrangements entail has substantial disadvantages. It is impossible to prevent what is usually termed wastage so that even the number of six cannot be guaranteed. The group is too small to operate effectively as a group and too specialised to be integrated with other students. The students are restricted to one tutor during their twenty months of hospital-based training and so do not benefit from a variety of opinion. It is not possible for other students in the department to join the course after it has started (that some would wish to do so is evidenced by the fact that a number every year go onto post-graduate SRN training after obtaining their degree). It is not possible for Bedford College to provide special resources for such a small group of students and the absence of adequate provision for psychology results. In short, the restriction of numbers which the present arrangements impose by reason of the financial support that must be provided out of NHS Funds for all the period of the students' hospital-based training needs to be overcome if the courses are to be maintained and further developed in competition with courses that do not suffer from this constraint.

2. We want to do more than just provide a worthwhile education for nurses, however valuable that may be in itself. We hope also to provide a base upon which a body of knowledge related to the principles and practice of nursing can be developed to answer problems raised by the increased scope and complexity of the health care system and the challenge that advances in knowledge and technology bring to the nursing profession where responsibilities will inevitably expand and diversify. 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 sickness or health in hospital or the community. The argument spelled out in para (1) is fundamentally a resource argument. It has however one aspect which impinges squarely on the academic and professional arguments developed in this paragraph: ultimately, the course succeeds only where students are able to integrate their academic and their professional experience; a four-year integrated course has the merit of treating the students as students throughout the four years whereas at present they are students for nine ten-week terms and nurses with responsibility for nursing-service for seventeen months. This administrative arrangement necessarily militates against the integration of academic and professional, theory and practice, university and hospital which we must aim to overcome.

APPENDIX I

Organisation of Present "Fourth Year" (Post-graduate) Programme

First Term. Introductory Course. 4 weeks.

AIM

1. To study further the principles of total patient care in order to prepare the students for clinical experience.
  
2. To provide the student with a foundation of the knowledge, skills and attitudes necessary for her to function, under supervision, as a useful member of the ward team.

Cont'd.....

PAEDIATRICS

8 weeks: (8 study days) 320 hours

Aim

To develop an understanding of child health (including aspects of community care).

Objectives

At the end of the course, the student should have an understanding of:

1. Normal development of the child
2. Communication skills
3. Total nursing care of the sick baby, toddler and child
4. The causes and management of physical and mental handicap and social deprivation and how the family is affected
5. The organisation and management of the paediatric services within the District
6. Teaching skills.

Hours

Clinical Practice	248 hours
Community experience	40 hours
Formal Lectures	5 hours
Informal Lectures	27 hours
Nursing studies Pathology Psychology Pharmacology Medicine, Anatomy & Physiology.	

Holiday

2 weeks

SECOND TERM

GYNAECOLOGICAL NURSING

2 weeks: (2 study days:)  
80 hours

This Module follows naturally the preceding two i.e., Obstetrics and Paediatrics and will introduce the students to the complications that may follow childbirth.

Aim

That in particular the listening and communication skills will be integrated with the specific technical skills to enhance a caring and understanding attitude to women suffering from disorders and diseases of the reproductive tract.

Hours

Clinical Practice	60 hours
Formal Lectures	3 hours
Informal Lectures	17 hours
Psychology, Pathology, Anatomy and Physiology.	



SURGICAL NURSING

12 weeks: (12 study days) 480 hrs

Aims

1. That at the end of this experience students will be able to apply the appropriate aspects of biological and behavioural sciences to the care of patients in the surgical area.
2. That she will know which aspects of care are offered by other members of the hospital team in the delivery of total care of her patients.
3. To develop in students an understanding of the principles and practice of surgical nursing.

Objectives

At the end of the module:-

1. The students will be able to give total nursing care to surgical patients within the hospital.
2. The students will have further developed their skills in communication and established good relationships with the patients, their family and other staff.
3. The students will have an understanding of the management and organisation of a surgical ward.
4. The students will have developed further their skills in teaching.

Hours

Clinical Practice plus Clinical Teaching	352 hours
Formal Lectures	16 hours
Informal Lectures	112 hours
Nursing studies, Microbiology, Pathology, Nutrition, Surgery, Anatomy and Physiology, Professional Management, Biochemistry.	

OPERATING DEPARTMENT NURSING

2 weeks: (1 study day)  
80 hours

Aim

To develop in learners an understanding of the principals and practice of operating department nursing in relation to total nursing care.

Objectives

At the end of the module:-

1. The learner will have the basic skills in the general aspects of operating department nursing.
2. The learners will have the basic skills in communication and establishing good relationships with patients and colleagues.
3. The learners will have developed their skills to teach junior colleagues

Hours

Clinical practice - observation	68 hours
Informal Lectures	12 hours
Microbiology anaesthetics surgery psychology lay.	

THIRD TERM

MEDICAL NURSING

12 weeks: (10 study days) 480 hrs

Aims

1. That at the end of this experience students will be able to apply the appropriate aspects of the biological and behavioural sciences to the care of patients in the medical area.
2. That she will know which aspects of care are offered by other members of the hospital team in the delivery of total care of her patients.
3. To develop in students an understanding of the principles and practice of medical nursing.

Objectives

At the end of the module:-

1. The students will be able to give total nursing care to medical patients within the hospital.
2. The students will have further developed their skills in communication and established good relationships with the patients, their family and other staff.
3. The students will have an understanding of the management and organisation of a medical ward.
4. The students will have developed further their skills in teaching.

Hours

Clinical Practice and Clinical Teaching	384 hours
Formal Lectures	22 hours
Informal Lectures	74 hours
Nursing studies Medicine, Anatomy and Physiology. Microbiology, Pharmacology and Nutrition.	

SPECIALIST EXPERIENCE e.g. RADIOTHERAPY

5 weeks:(4 study days) 200 hrs

Aims

That each student will obtain practice in applying the basic principles of oncological nursing. Through multidisciplinary discussion will highlight how the physical medical and nursing care are integrated to meet the emotional, psycho-social and spiritual needs of patients and relatives in Radiotherapy Wards.

Hours

Clinical Practice and Clinical Teaching	168 hours
Formal Lectures	4 hours
Informal Lectures	28 hours
Nursing studies, Psychology, Medicine, Nutrition, Pharmacology, Professional Management.	

Holiday

2 weeks

FOURTH YEAR

PSYCHIATRIC NURSING

8 weeks:(12 study days) 320 hrs

The module will assist the students to understand the psychological, psycho-social and psychiatric problems occurring in society. The course will include discussion on psychiatric topics but emphasis will be placed on developing the students' understanding of the psychological needs of the patients, their relatives and colleagues and on the application of human relationship skills to the management of stressful situations confronting individuals.

Aim

To introduce the student 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.

Objective

1. Clinical

At the end of the module the nurse will have begun to develop basic social and practical skills in treating the mentally ill.

2. Communication

At the end of the module the nurse 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.

Hours

Clinical Practice	226 hours
Formal Lectures	6 hours
Informal Lectures	88 hours

Nursing studies, Psychiatry, Psychology,  
Community care.

GERIATRIC NURSING

4 weeks:(12 study days) 160 hrs

Aim

To enable the students to understand the principles of Geriatric medicine and nursing and to develop skills and knowledge in the care of the elderly; at the end of the experience the student should be able to assess and understand:-

1. Trends in geriatric care;
2. the nursing contribution within the caring team;
3. the special needs of the elderly patient in hospital;
4. the continuing and integrated care of the elderly in the community.

Hours

Clinical Practice	<sup>40</sup> <del>226</del> hours
Formal Lectures	3
Informal Lectures	93
	} 12 day geriatric course
Community	24 hours
Nursing studies, Medicine, Psychology.	

State Final Examination and Registration February/March

APPENDIX II

Syllabuses of main courses taken by present students as part of their University Studies

S100	Introduction to Research Methods
S110	Introduction to Sociological Theory
S111	Introduction to Social Structure
S130	Introduction to Economics
S140	Introduction to Politics and Government
S150	Introduction to Social History
S220	Social Policy
S200	Research Methods I
S212	The Social Structure of Industrial Societies
S313	The Sociology of Medicine
S240	Public Administration
S250	British Social History
S324	Health Administration
S360	Social Psychology
S400	Extended Essay

SYLLABUS S100    Introduction to Research Methods

The nature of social data and the problems of applying scientific method to such data. Methods of social analysis including statistical and other approaches. Problems of collecting, measuring, analysing and processing social data. The computation of descriptive statistical measures from social data. Simple measures of correlation and regression. Elementary sampling theory and significance testing.

SYLLABUS S110    Introduction to Sociological Theory

The development of sociological thought; the growth of sociology as a science; the nature and type of sociological theory; the achievement of classical sociological thought.

Cont'd.....

SYLLABUS S111    Introduction to Social Structure

Basic concepts; socialisation and the development of the self; the family in the social structure; educational and social selection; the educational system and the occupational structure; the system of social stratification; social status and social class; social mobility; power and authority; the structure of industry and work; religion belief and ideology.

SYLLABUS S130    Introduction to Economics

A course providing a grounding in economic principles and their application with particular reference to problems of resource allocation in market and planned economies. Applications of economic analysis to current economic problems such as the role of the public sector and government spending; the distribution of income and wealth and the indicators of economic growth.

SYLLABUS S140    Introduction to Politics and Government

The study of politics. Political culture. Power authority and influence. Types of government. The separation of powers. Democracy representative systems. political attitudes. voting behaviour political parties, organised groups. The organisation of executive government. Legislatures, judiciaries. Ideologies and political change.

SYLLABUS S150    Introduction to Social History

The course introduces students to the discipline of history through an examination of British Society in the period 1750 - 1900. It treats the following areas; the foundation and course of economic expansion; the impact of industrialisation on the major social and political institutions; early developments in social policy.

SYLLABUS S220    Social Policy

Political and social ideologies and philosophical and sociological ideas underlying choices in social policy; freedom and authority; rights and duties; equality and equity; law and discretion; conflict and consensus. Problems of definition. scope and content in studying the interaction of



social political economic and technological forces in relation to the processes of policy formation conflict and change. The role of government and the market Distribution and redistribution. The application of sociological economic and political science models to the British social welfare system. Case studies of social policies in Great Britain and elsewhere.

SYLLABUS S200    Research Methods I

The various methods of social analysis with emphasis on the relevance of such methods in the interpretation of social data and to the study of social situations. The practice of research. Objectivity and interaction in social research. Methods of data collection including the use of official statistics, e.g. participant observation historical and comparative methods. Problems of measurement including the construction of social indicators. Survey analysis. The concept of statistical inference and its application in parametric and non parametric form. Introduction to multi-variate analysis.

SYLLABUS S212    The Social Structure of Industrial Societies

The social basis of authority and power. Systems of production property and its role in economic organisation. Social stratification and social inequality. Occupations and Education. Religion and belief systems. Local communities and ethnic groups. Kinship groups and the family. Main type of association e.g. trade unions and professional organisations. Population. Culture; art; literature etc. as social enterprises.

SYLLABUS S313    The Sociology of Medicine

The course will cover the following themes:

1. Illness as a social phenomenon including historical changes in the major causes of mortality and morbidity; social factors in disease and its relationship to social class social mobility.
2. Illness behaviour including differential perceptions of and responses to pain; self-medication; the use of orthodox and unorthodox healers.

3. Healers and carers including the selection, socialisation and deployment of orthodox and fringe healers and carers; the doctor-patient relationship.
4. The institutional basis of medical services including the hospital; the asylum; the general practice unit; inter-occupational relationships in health care institutions.

SYLLABUS S240    Public Administration

The study of public administration its origins and development; the distinctions and interactions between administration and politics. The development of the British administrative structure cabinet and cabinet committees; central government departments; local authorities; public corporations; other authorities.. Public service personnel. The legislative and policy making processes: the cabinet and parliament; the departments and the cabinet; the role of parties, groups advisory bodies and committees of inquiry; the role of the judiciary. The administrative processes: ministers and civil servants; statutory instruments; departmental circulars; planning; management; departmental policy making; central government and local authorities. The control of the executive; ministerial responsibility; parliamentary scrutiny; the 'Ombudsman' model; tribunals and inquiries; administrative law. The administration and control of government finance. Treasury control; parliamentary control; the cabinet and public expenditure; local government finance.

SYLLABUS S250    British Social History

1. The Sources Course and Social Results of Industrialism before the mid- 19 Century:
  - i) The foundations of economic expansion. The accumulation and dissemination of scientific and technical knowledge. Population growth and food supply. The extension of markets and the improvement of transport. The influence of war. The growth of the factory system. The recruitment and accumulation of capital. Types structure and distribution of economic activity in 1851. Specialisation of functions.
  - ii) The adaptation of social institutions to economic expansion: The functions incidents and transformation of landownership. The growth of the middle and working classes and the building of their agencies for political and economic action. The nature and location of political power. Familial religious and military institutions.

The changing character of property. The widening range and functions of voluntary organisations. The developments of techniques of social investigation. The growth of public administration and the making of social policy. The influence of political economic and social thought on public policy.

## 2. Social Development from the Crimean to the First World Wars:

- (i) The determinants of economic expansion. The factors of production. The organisation and utilisation of science and technology. Home and overseas markets. Fiscal policy. The organisation of industry and finance. The growth and distribution of the national income. Public finance.
- (ii) Demographic change. Occupational and Social stratification. The definition of social problems, the creation of administrative agencies law and Personnel. The range, content and availability of social provision.
- (iii) The relation of economic and political power. The foci and methods of political economic social and legal criticism. The procedures, processes and agencies of political change. The adaptation of familial religious and military institutions to social and economic development. The institution of property.
- (iv) The development of the social sciences. The main currents of thought and their influence on public policy. The growth of leisure and provision for pastimes and sports. The expansion and differentiation of the reading public the supply of books periodicals and newspapers. The articulation of public opinion.

## 3. The inter-Wars Years.

- (i) The war economy and the consequences of war. The erosion of the insular economy. The courses and consequences of economic instability. The old industries and the new. The rate of economic growth. The distribution of the national income.
- (ii) The problem of unemployment and its impact on the social services, statutory and voluntary. Social surveys and policies. Poverty health housing education and nutrition. The determinants and scope of public policy.
- (iii) The location and uses of political and economic power. The fate and policies of political parties their response to new circumstances. The relation and functions of central and local government.

## SYLLABUS S324 Health Administration

The development of health services in Britain; the social demographic and economic facts relevant to planning health services; the problem of determining priorities between different parts of health services; the principles of hospital planning; the relation between private and public health services; manpower planning and the training of health personnel; the collection and uses of health statistics; the economics of health

services; the evaluation of medical care services; the relationships between health and other social services.

SYLLABUS S360 Social Psychology

Social psychological theory and research in areas of mutual interest to psychology and sociology

Theoretical and methodological problems associated with the study of the individual in interaction with the social environment. Inter-relations between biological factors, cognitive processes, personality dynamics, social actions, social situation and social structure.

Techniques of experiment, observation, psychometric and other measures, small groups, simulated settings.

Socialisation: Self-concept, ego-development, conscience, character formation, identity, role. Imitation, identification, other socialisation theories. Sex differences in infancy, childhood, adulthood.

Group processes: Group structure, leadership, conformity. Special cases e.g. families, crowds, therapeutic groups. Isolation, privacy.

Interpersonal feelings and interaction: Interpersonal judgements, verbal and non-verbal communication, self-presentation and Machiavellianism. Interpersonal attraction: affiliation, friendship, marriage. Interpersonal hostility: aggression, delinquency, prejudice.

Attitudes: Attitude formation and change. Media effects. Ideologies, religion, politics

Language, thought and culture: Inter-relations between language, speech, social situation and social structure. Speech-thought relationships and cognitive growth. Culture deprivation hypothesis. Educability: factors relative to academic performance, personality, I.Q., values, teacher styles and expectations, subcultures, social class.

Mental disorder: Classification, psychological and social precipitating factors. Forms of therapy

SYLLABUS S400 Extended Essay

An essay of not more than 7,000 words on a topic within the general area of the candidate's special field of study and approved by the candidate's Academic Advisor.

APPENDIX III

EXTRACTS FROM "THE REPORT OF THE COMMITTEE ON NURSING"

Chairman Professor ASA BRIGGS - OCTOBER 1972

Page 82 Item 259

- a) We believe not only that the number of academically demanding university courses in nursing and midwifery should increase but that there must be a flow of entrants direct from schools into nursing and midwifery with completed sixth forms experience or its equivalent and with similar academic qualifications to those of university entrants. For entrants with high initial academic qualifications, those universities which offer courses in nursing and midwifery will employ their own criteria for entry:
- b) The number of graduates is likely to remain a small, but an increasing proportion of the profession (between two per cent and five per cent) and courses should continue to be designed to accommodate entrants to the profession with university degrees outside nursing. Similarly, university courses should be provided for those aspiring to obtain degrees with nursing content.

Page 96 Item 312

There are several reasons why universities and other institutions of higher education interest themselves in nursing and midwifery and why nurses and midwives should be interested in them. Two are outstanding:

- a) The development of professional knowledge itself. The professional content of nursing and midwifery depends on the existence and enhancement of a body of knowledge related to its principles and practice. A substantial body of nurses and midwives who are graduates of universities or of other institutions of higher education is required for the advancement of such knowledge, not least through research (see part B, paragraphs 370 et seq.) In universities and other institutions of higher education nursing

Cont'd.....

and midwifery should be considered in a broad context with both social and life sciences being brought to bear on its problems;

- b) The needs of recruitment. The profession must recruit, as is emphasised in Chapter V, from people of widely different abilities and temperaments. Among them there must be people capable of initiating ideas, carrying heavy responsibilities and meeting on equal terms with opposite numbers in other professions, including the medical profession, and other walks of life. Courses in universities and in other institutions of higher education thus play an essential part in a long-term strategy for the profession.

Page 96 Item 313

We have not considered it part of our duty to outline possible university courses leading to degrees in nursing and midwifery. Indeed, we believe that this is the task of universities and of institutions of higher education working in close touch with national nursing and midwifery bodies. We are convinced also of the merits of diversity and of the need to encourage experiment. Yet we note that among the main components of university and polytechnic courses leading to a degree in nursing and midwifery some or all of the following subjects might be included:

- (a) Biological sciences in relation to nursing and midwifery;
- (b) Psychology (including social as well as clinical psychology);
- (c) Sociology with particular reference to changing patterns of health needs and health care;
- (d) Statistics and the interpretation of research data;
- (e) Epidemiology;
- (f) Organisation theory and operational research as applied to the National Health Service;
- (g) Education including educational technology

Item 314

This is not comprehensive and might in future include a technological component for example in bio-engineering, a subject which has important and relatively little studied implications for nursing in the future. Within a university and polytechnic context nursing and midwifery straddle the arts sciences and social sciences and could figure as one subject in a combined subjects degree or as a major subject in a degree including

Cont'd.....

both specialised and general studies.

Page 96 Item 315

We would wish whenever practicable, to see the Certificate in Nursing Practice and a shortened Higher Certificate incorporated within the University or polytechnic degree course for new entrants. This would ensure that there would not be such long courses for students of nursing linked with study for a degree that candidates would be deterred from following this route. We recommend that the Nursing and Midwifery Education Boards in discussions with the university in question would consider remission for relevant clinical experience or academic study.

Item 316

Given the recommendation in paragraph 259 that the number of graduates in the nursing and midwifery profession increased to two to five per cent there would have to be a sharp rise in the number of places in universities and other institutions of higher education and a substantial improvement in facilities. New departments of academic studies in nursing will have to be created, closely linked to other departments, forming part of a cluster of related groupings in a "school" and students admitted to these courses must be able to receive financial support at least as good as that for students reading other degrees. There should be no more argument about whether such courses qualify for awards than would be the case in relation to any other university courses in any subjects.

Page 109 Item 373

At a later stage in their educational process however it will be necessary to ensure the preparation of a number of experienced nurses and midwives to carry out research themselves through an extension of the present research fellowship schemes or in terms with other specialists. In this connection there must be close cooperation with universities which have the requisite research facilities particularly those with nursing and midwifery programmes. Nurses and midwives should be seconded to universities and when possible university staff should be encouraged to associate themselves with Colleges. An increase in the number of university graduates in the nursing and midwifery profession would assist this development.

Page 127 Item 436

We also believe that it is essential for the future of nursing and midwifery to devote special attention to the recruitment of more A level and graduate entrants both male and female. Only if their proportion is increased will it be possible for nurses and midwives to develop the research base which we discuss elsewhere to develop more comprehensive and effective training facilities and to speak on equal terms in the multi-disciplinary terms which will be required to manage an integrated National Health Service. The medical profession consists entirely of graduates. For some years there has been a nationally organised graduate intake to the administrative class in the existing National Health Service, and a parallel scheme for A Level entrants is now being developed; there are similar arrangements for the benefit of the pharmaceutical scientific and technical services. Nursing and midwifery need a comparable voice, and the current labour market situation - with a growing number of graduates looking for alternative sources of employment - provides an ideal opportunity to make major moves to attract graduates into the nursing and midwifery profession. Research surveys such as that by Morrison show both how little graduates now know of the career opportunities in nursing and midwifery and how possible it is to arouse interest. There is a strong case for extending the present experimental training schemes and the bursary scheme which offers a few opportunities for nurses and midwives who have been studying for a first degree on a part-time basis to be granted a final year of study free from the work situation.



APPENDIX IV

NUMBERS OF APPLICATIONS CONSIDERED FOR  
COMBINED SRN/B.Sc. COURSE BY THE  
MACDONALD-BUCHANAN SCHOOL OF NURSING

1973	-	318
1974	-	301
1975	-	403
1976	-	405

APPENDIX V

CONTENTS OF DEGREE COURSES ELSEWHERE

1. Polytechnic of the South Bank with Westminster Hospital

B.Sc. Hons Nursing Studies

Full-time course integrated with nursing

Four years duration with an optional supplement of 5 months for Health Visiting.

Qualifications: 5 G.C.E. + 2 Subjects at 'A'. English and Chemistry 'O'.

Year 1

28 weeks consisting of 4 days a week college based and 1 day per week school based.

14 weeks in the School of Nursing.

10 weeks vacation.

Students follow courses in:-

Introduction to the Study of Man

Nursing Studies:

Basic Care:	Visits & Informal Lectures	866
	Formal Lectures	60
	Clinical	40
Paediatrics:	Formal Lectures	26
	Clinical	90
	Informal Lectures	68
Domiciliary Midwifery:	Informal Lectures	30
	Formal Lectures	10
	Clinical	40
Gynaecology:	Informal Lectures	60
	Clinical	80
	Formal Lectures	20

Social Science:

Community Health:	Formal Lectures	34
Social Administration:	Formal Lectures	24
	Seminars/Tutorials	12
Sociology:	Formal Lectures	24
	Seminars/Tutorials	12

Cont'd... ..

Developmental Psychology:	Formal Lectures	24
	Seminars/Tutorials	12

Biological Sciences:

Function and Structure:	Formal Lectures	96
Chemistry and Structure of Biological Molecules:	Formal Lectures	60
Microbiology:	Formal Lectures	44
Nutrition:	Formal Lectures	11

Year 2

Students follow courses in:-

Nursing Studies:

Surgery:	Informal Lectures	60
	Clinical	200
	Formal Lectures	32
Geriatrics:	Informal Lectures	20
	Clinical	66
	Formal Lectures	10
Mental Disorders:	Informal Lectures	70
	Clinical	160
	Formal Lectures	10
Medicine:	Informal Lectures	55
	Clinical	170
	Formal Lectures	15

Social Sciences:

Social Aspects of Diseases: )	Lectures	26
Community Health: )	Tutorials	26

Biological Sciences:

Integration of Body Activity:	Lectures	30
Microbiology:	Lectures	22

Year 3

Students follow courses in:-

Nursing Studies:

Habilitation & Rehabilitation:	Informal Lectures	110
	Formal Lectures	10

Obstetrics:	Informal Lectures	72
	Clinical	180
	Formal Lectures	12
Introduction to the Staff Nurses responsibilities:	Informal Lectures	60
	Experience	180
<u>Social Sciences:</u>		
Community Health:	Seminars	26
Social Policy & Administration:	Lectures	12
	Seminars/Tutorials	12
Sociology:	Lectures	26
	Seminars/Tutorials	12
Social Psychology:	Lectures	26
	Seminars/Tutorials	13
<u>Biological Sciences:</u>		
Integration of Body Activity:	Lectures	104
Microbiology:	Lectures	72
Nutrition & Dietetics:	Lectures	19

Year 4

Students follow courses in:-

Nursing Subjects:

Nursing in the Social Context:	Lectures	40
	Seminars	20
Nursing in the Biological Context:		
Research Methods:	Lectures	12
	Seminars	12
Principles of Body Activity:	Lectures	44
Pharmacology:	Lectures	44
Microbiology:	Lectures	44

2. Proposed content of Degree in Nursing Studies between Chelsea College and St. Georges Hospital

Curriculum content and organisation: (N.B. the course unit values assume  $3\frac{1}{2}$  - 4 unit norm for each year)

Year 1:

Biological Sciences	1 cu
Behavioural/Social Sciences	1 cu
Nursing Studies	1 cu
Technical Supporting Studies (e.g. Statistics)	$\frac{1}{2}$ cu
(optional studies?)	$\frac{1}{2}$ cu

Year 2:

Biological Sciences	1 cu
Behavioural/Social Sciences	1 cu
Nursing Studies	$1\frac{1}{2}$ cu
(Optional Studies?)	$\frac{1}{2}$ cu

Year 3:

Biological Sciences	1 cu
Behavioural/Social Sciences	1 cu
Nursing Studies (including $\frac{1}{2}$ cu clinical studies)	2 cu

Year 4:

Nursing Studies (including Biological and Behavioural Sciences)	3 cu
Clinical Science	$\frac{1}{2}$ cu
Behavioural Science	$\frac{1}{2}$ cu

UNIVERSITY OF MANCHESTER - CURRICULUM

- 5 -

YEAR	BEHAVIOURAL SCIENCES	MEDICAL SCIENCES	PRINCIPLES AND PRACTICE OF NURSING	EXAMINATIONS (Contributory to Degree)
ONE	*Sociology  *Psychology (Human Growth and Development) Medical Sociology	Anatomy  Physiology Social Medicine	Basic Nursing Care-Geriatric nursing. Surgical Nursing Pharmacology Nutrition Introduction to district nursing.	Anatomy and Physiology  Sociology
TWO	*Psychology (Social) *Human Development	Pathology Bacteriology Occupational Health	Medical Nursing Accident & Emergency nursing Psychiatric nursing District nursing Introduction to Health visiting.	Pathology and Bacteriology Psychology (Social and Developmental)
THREE	*Social Administration (The Social Services) Medical Sociology		Obstetric nursing Paediatric nursing Mental subnormality nursing District nursing Health visiting	Social Administration
FOUR	Medical Sociology	Social Medicine	Options in nursing care: medical or surgical nursing District nursing Health Visiting	Principles and Practice of Nursing-Papers I and II Practical nursing Dissertation and Case Studies Social Medicine Medical Sociology

\* Taken in common with students in other Departments of the University.

Having successfully completed the four year course and have been awarded the degree of Bachelor of Nursing, the graduate may apply for the S.R.N. Certificate the Health Visitor's Certificate, and the National Certificate in District Nursing without further examination.

UNIVERSITY OF EDINBURGH - DEPARTMENT OF NURSING STUDIES

Nursing Studies is one of the departments in the Faculty of Social Science. Students in this Faculty take 8 courses in an ordinary degree of which three are in one subject in this case in nursing two in a second subject and three more courses which can be taken as singles from any first year subjects in the University Calendar. Each course consists of approximately 4 lectures per week plus tutorials and practicals, throughout the academic year. Students chose as their doubles and singles such varied courses as psychology Chinese civilisation computer studies chemistry fine art, etc.

Nursing Studies I and Nursing Studies 2 are recognised as graduating subjects in the case of a student changing her mind by the end of the 2nd year of study and deciding to take another subject to the 3rd level. Students take examinations in each subject at the end of the year.

The course content of the three courses in Nursing Studies covers the GNC syllabus and much more and it deals with all the subject matter in considerable depth. There is particular concern that it is at all stages relevant to clinical practice. Clinical practice throughout the 4½ years is seen as an integral part of the academic progress. Students take a final professional examination at the end of the 4½ years. The examination is set by the University and recognised by the GNC for Scotland for registration as a general nurse (RGN). Students also qualify for the National Certificate of District Nursing.

Outline of Integrated Degree/Nursing Programme.

Please note: This is an outline only and subject to curriculum planning for individual students and to necessary changes in sequence of clinical experience.

YEAR	ACADEMIC STUDY	CLINICAL NURSING EXPERIENCE
1st	Nursing Studies 1 and two other courses	
2nd	Nursing Studies 2 and two other courses.	Psychiatric (in summer vacation)
3rd	Nursing Studies 3 and one other course.	During term time and Community Nursing in Easter vacation.
----->	GRADUATION: B.Sc/Soc Sc/Nursing)	(Summer vacation free: students after obtain nursing experience abroad)
4th	Nursing Theory and Practice (Study concurrent with Nursing Experience)	Medical Surgical Obstetrics Paediatrics Psychiatry Mental Deficiency. Special Choice.
5th (½ year)		Community Pre-Registration (Medical/Surgical)
----->	FINAL PROFESSIONAL EXAMINATIONS	-----> RGN, NDN

## Normal Curriculum

Not less than eight courses as follows:-

### 2. 1 Social Science Type

1. Nursing Studies 1 (to be taken in the first year)
2. Nursing Studies 2
3. Nursing Studies 3
4. One of the following:  
Psychology 1  
Social Administration 1  
Social Anthropology 1  
Sociology 1
- 5 6 7 8. Four other courses selected so that all eight courses meet the requirements of regulations 2. 3-4 for the Degree of B.Sc(Soc Sc). Biology (Medicine) (89IJ) may also be chosen and taken in the first year.

### 2. 2 Science Type

1. \*Biology (Medicine)
  2. \*Chemistry (Medicine)
  3. \*Nursing Studies 1
  4. Physiology 2h with 89IH Biology 2h (Sciences)
  5. Physiology 3h with 464D Pharmacology 3h (Science)
  6. Nursing Studies 2
  7. Nursing Studies 3
  8. First year subject in the Faculty of Social Sciences
- \*These courses must be taken in the first year.

### Nursing Studies 1

Introduction to nursing and the nursing profession; analysis of concepts basics to nursing; introduction to the principles of nursing practice through an examination of the physiological and psychosocial needs of patients in hospital and in the community (with particular reference to the elderly patient as preparation for geriatric nursing experience); examination of theories and knowledge from various biological and social sciences relevant to the study and practice of nursing.

### Nursing Studies 2

Further examination of theories and knowledge from various biological

Cont'd.....



and social sciences relevant to the study and practice of nursing; the history and development of the nursing profession; introduction to research methods applicable to nursing and health care studies; preparation for psychiatric nursing experience.

### Nursing Studies 3

Analysis of the nursing process including assessment of patient's needs, planning implementation and evaluation of patient care applicable to nursing in hospital and the community; study of disease conditions in terms of prevention epidemiology aetiology, symptomatology and medical treatment; study of nursing care in relation to the major disease conditions, focusing on the underlying principles of the nursing practice involved; introduction to therapeutics; health education; outline of the structure of the health and social services.