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LIBRARIES for NURSING BULLETIN



Volume: 13 Number: 2 Summer 1993

Features

Setting standards - Spring Study Day reports

Nursing education trends and developments

CURRENT ISSUE
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L f N Bulletin

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CONTRIBUTIONS

Contributions to the Bulletin are always welcome. Please send articles or short items to the Bulletin Editors: Tony Shepherd and Paul Moorbatch

Copy dates: 17 November 1993
17 February 1994
17 May 1994

EDITORIAL

This Bulletin is our main means of communication. But communication is a two way process so we would like to hear about your work.

We would like news about your library and information service and news about any initiatives you have shown. We are told nursing is research based but so should be librarianship. Have you done anything about your LA continuing professional development personal profile? Have you done a master's degree? Have you done research? If so, why not write a paper and send it to us? We should like to see research such as user surveys or bibliographic studies etc being published.

We want to expand beyond "home spun" philosophy. So it is up to you - the professional nursing librarians of this country - to show we are professionals, committed to research and our own professional development.

Send in your script double spaced on A4 - with some graphs/diagrams where appropriate.

PAUL MOORBATH

CHAIRMAN'S COMMENTS

"Set aside" policies and Nursing Research

It seems to me (as a suburbanite who travels north of Watford from time to time) that the EC's 15% "set aside" policy for arable land is starting to make a mark on the landscape. Leaving aside the morality of this policy in a world teeming with hungry people, we may look at the basic planning concept. Some experts on time management argue that busy people cope best by setting aside "blocks" of time for particular activities. Translating this into library services terms, could I suggest two issues worth considering?

1. **Nursing Research** : The recent *"Report of the task force on the strategy for research in nursing, midwifery and health visiting"* (1) outlines a way forward. We all know that the resourcing of nursing research has been very poor and is a major disadvantage to the profession. Long-term government funding is required to build-up research activities plus full integration into the broad area of health care research. The last research assessment exercise placed nursing research at the bottom of the ladder for all academic research.

Time set aside to read the report and participate in the local initiatives outlined in it could reap positive benefits for librarians working in nursing. Patients will benefit, eg, if the research findings on the aetiology and prophylaxis of decubitus ulcers was fully utilised. See : Dolan (2)

2. **LJN "set aside" challenge.** Since a number of your committee are due to "stand down" within the next year, we are concerned that "new blood" is introduced so that our activities can continue. Could you stand for the committee next time we ask for nominations?

We also need an editor for this "Bulletin" to work with others at producing a relevant and lively publication (we would pay, if necessary, a small honorarium to a part-time or retired colleague who could take this on). Is anyone willing to support the group by setting aside some regular time to help edit LJN Bulletin?

Nurses of all types form one of the largest group of workers in the UK and they should have quality library and information services to support their work. This is an urgent plea for your support and contributions to LJN activities. Please contact me with your ideas.

Have a good summer in town or country!

TONY SHEPHERD

LIBRARIES for NURSING - Spring Study Day 1993

SETTING STANDARDS

Date : Thursday 20th May 1993

Venue : The Library Association

These three papers are taken from the speakers' notes at the study day and are reproduced here in this form rather than in "polished prose". This is to make them available more speedily. We would welcome your comments on these - particularly if you have any personal experiences, which can be shared, concerning the development of "Standards" in your work place.

ENB Educational Audit - Learning Resources Inventory

Jean Yeoh

Background

The issue of educational audit was first discussed with librarians at a national RLG NHS Librarians/ENB meeting. As a result a small working party representing librarians and the ENB met for a wide ranging and fairly unstructured discussion concerning the kinds of statistics and other forms of information regularly collected by libraries. Following this a further meeting was arranged and various evaluation tools were discussed. A difficulty for the library side was that it still had virtually no idea regarding the ENB's proposed format of the audit document.

Diana Holroyd, one of the authors of the ENB document with Sonia Crow, had been involved in a 'Quality in Education' project in the South West Thames Region. A set of quality indicators had been produced as a result of this project and a number of librarians in the region had contributed to these. Other accreditation documents such as the King's Fund Organisational Audit (1990), the COPMED Accreditation (1992) and the COfHE Guidelines (1990) were considered.

What rapidly became clear was that libraries are faced with a plethora of auditing and information collecting tools. This is a particular problem in the health sciences field where funding for a library may come from several different bodies and each of these sources has differing needs.

Faced with a large pile of guidelines, statistics forms and other documents it was considered crucial that the ENB audit of libraries should not contribute further to this information quagmire if at all possible. Therefore, as the ENB Audit was based in education in the healthcare field, it was decided to utilise the COPMED Accreditation of Libraries (1992) as a guide.

It was also a pragmatic decision as the ENB document was produced to a very tight schedule and there was certainly no possibility of beginning from scratch or carrying out any detailed research. Reinventing the wheel was not an option.

References :

- (1) The report is available from : R&D Division (RD3), DOH, Quarry House, Quarry Hill, Leeds LS2 7UD
NB: 4 Annexes to the report are also important and are available (free) from : Paul Denton, RCN; 20 Cavendish Square, London, W1M OAB.
- (2) DOLAN, B. editor. (1993) Project 2000 : reflection and celebration. London: Scutari Press, page 122.

COPMED Accreditation of Libraries

COPMED consists of standards checklists which contain a series of statements and Yes/No response boxes. There is space available for comments and recommendations. The checklists are completed by the Librarian, a 'surveyor' who might be a Regional Librarian and an 'external auditor' who would come from outside the region. Some items on the checklists are given greater weighting and there are three levels of accreditation with Level One being the highest. Libraries will be accredited for a maximum of five years.

ENB Educational Audit Guidelines

The ENB utilises the FEU (1988) definition of audit which suggests :

- a practical approach to exercising professional accountability.
- encompassing systematic investigation, analysis and reporting of performance, resources and systems of a college.
- the inclusion of considerations of efficiency, effectiveness and quality.

What is equally interesting is that educational audit is NOT :

- inspectorial inquisition designed to investigate faults.
- a device to constrain professional autonomy.
- application of a single rigid blueprint to all institutions.

The Audit describes the four stages of the audit process. These include :

1. Objective standard setting - defining what is to be achieved and why.
2. Implementation - introducing and maintaining operational and management policy procedures to deliver what is agreed.
3. Measuring and recording in a valid, systematic and objective way.
4. Monitoring and action plan - monitoring and reviewing the situation using the information collected, making changes where necessary or revising standards if appropriate.

Who are the Audit Guidelines for?

The guidelines are intended to enable educationalists, in conjunction with service and higher education colleagues, to evaluate and audit their own services. They are not primarily for use by external auditors. The ENB is proposing a 'hands off' approach and the interpretation of outcomes and the conclusion of the audit is up to the institution itself. It is "a matter for peer exploration and judgement" (p.5).

The Learning Resource Inventory

The inventory is not a set of standards. Rather, it is a list of essential areas of practice. A series of questions are asked about key areas of resource provision and there are examples of evidence of performance attached to each question. The question format was regarded as allowing more flexibility in response particularly as the Inventory has to relate to a varied range of library provision including small multidisciplinary site libraries, nursing colleges, higher education institutions and urban teaching hospitals.

With the general move towards integrating nurse education into universities, the applicability of the inventory to higher education was essential. The fundamental assumption behind the inventory was the absolute desirability of fully integrated library, audio-visual and information technology services.

This has always been a long term aim in nurse education, some have achieved it already and certainly some of the new universities are planning exciting new developments on that basis.

Implementing the Learning Resource Inventory

The ENB has indicated a laissez faire approach to audit so it is up to librarians to take the Inventory forward and the NURLIS II Project (Capital Planning Information, 1993) may well provide some strategies for doing so.

The COfHE Guidelines are already in existence and can provide help with standards which can be used as quality indicators. The higher education factor has to be recognised in setting standards. Nursing libraries have suffered in the past from an unwillingness to set sufficiently high standards simply because they seemed so unobtainable.

The baseline has been extraordinarily low and so the tendency has been to aim too low.

The general tone of the ENB document is to avoid an inspectorial approach. However, nursing libraries have in general suffered from poverty of resourcing, although there are some examples of good practice. Some formal system of inspection is essential if we are to ensure that all nursing students wherever they are located, have access to equal quality of service and that the service is at a level appropriate to higher education.

Provision for external assessment is a priority and I believe that this is one of the strengths of COPMED. The external survey can provide an objective view of provision. The establishment of a team of inspectors/surveyors/auditors who have experience of good practice quality indicators could take a stringent overview and provide a lever for improvements.

Any inspection has to view provision holistically. That is, for example, to relate provision on a clinical placement site to that available at the higher education site. Factors of access such as distance between sites, transport availability, accommodation and teaching locations have to be considered. Any survey of learning resources needs to assess the whole education strategy and changes may be needed elsewhere in the system. For example, simple adjustments to timetabling of sessions can be made to take account of locations so that access to resources is maximised.

Example of the use of the Learning Resource Inventory

Performance indicators need to be established for each area of resource provision, eg

INVENTORY QUESTION - Does the grading of staff reflect their responsibilities and professional and academic qualifications?

STAGE 1 - Establish indicators, in this case using COFHE Guidelines the "Chief Librarian (or Learning Resources Manager) has grading, salary, status and access to decision making comparable to that of a Head of Department" (COFHE, p18). Other professional staff would be considered in relationship to the Librarian/Learning Resources Manager and other academic staff. Salary ranges should be drawn from those used by academic staff. Include a rationale.

STAGE 2 - Set the policies/strategies in train to establish the indicators.

STAGE 3 - Inspection or auditing takes place.

STAGE 4 - Monitoring to maintain standards set or action plan to reach the required standard.

The ENB Audit has created a climate for improving nursing library provision and to move forward but it is up to us to grasp the opportunities offered.

References:

1. Capital Planning Information (1993) NURLIS II Project. In progress
2. COFHE (1990) Guidelines for college and polytechnic libraries, 4th. ed. Library Association.
3. COPMED (1992) Accreditation of libraries in support of postgraduate medical and dental education. COPMED
4. ENB (1993) Guidelines for educational audit, prepared for the Working Group by Diana Holroyd and Sonia Crow. Sheffield : ENB.
5. FEU (1988) Towards an educational audit. FEU (RP304)
6. KINGS FUND (1990) Organisational audit (accreditation UK) : standards for an acute hospital. King's Fund Centre.

The COFHE "Guidelines" and their Relevance to Nursing

Professor Rennie McElroy
University Librarian
Napier University, Edinburgh

My aim is to consider how standards or guidelines are best created, as well as discuss aspects of the actual content of COFHE *Guidelines*. It is clear that standards or guidelines must be persuasive as well as descriptive, and power to persuade is a function of provenance; ie, it is just as important to develop guidelines with the right people, as it is to say the right things.

I will consider both the COFHE *Guidelines* and the more recent *SLJC Standards* (Scottish Library & Information Council) because the latter are a later expression, and take a stage further, some of the design philosophy inherent in *Guidelines*. It is important to note that in content the two documents agree and have many similarities. I notice from my own, admittedly scant, knowledge of the nursing library scene that Capital Planning, in their research report, have reviewed the strength of nursing libraries and suggested that Standards might help development.

The "Standard setting" or "Guideline" writing process I suggest, is as follows:

1. Set your objectives

What do you really want to achieve? There is a choice, and the decision made will influence your approach to creating Guidelines *and* the eventual impact they have either : to reach the "ideal" library, or : to make some progress in a desirable direction.

2. Be realistic

The approach has to be persuasion, not prescription. The LA can't dictate; LFN can't dictate; the National Boards can't dictate to college Principals. If you try, you'll create resistance to any improvement, even that which might otherwise have been available.

3. Be aware of "the environment"

The environment that a policy document will inhabit should influence the nature of the document. Policy itself should not be wholly subordinate to environment, but the way policy is presented is important so we have to ask what environmental features are to be considered in college libraries? In colleges, the first feature is the managerial framework. College principals and academic boards have great autonomy with regard to internal budgeting. There is no overarching body with effective resource power which can say in respect of libraries : "this is good, we recommend it" in the confident anticipation that college managers will adopt the recommendation.

The second feature is the motivation of these college principals and of the academic boards who are the purse holders. Their primary concern is not with libraries, but with education. They support libraries only in so far as libraries in turn support their view of

good education. Therefore we are trying to write Guidelines for three quite distinct groups of people, each with different indicators.

In summary, we write them :

- (a) for college managements : to say what libraries can and should do for students, and what resources they may require;
- (b) for teaching staff : to show them what they might ask of our services;
- (c) for librarians :
 - (i) to give an overview of good practice;
 - (ii) to lend professional weight to arguments they will be making themselves;
 - (iii) to give less experienced colleagues some prepared arguments that they might find helpful.

This begins to shape the kind of document you want and the stand it should take.

Persuasive guidelines should put as much onus on you to perform as on your colleges to provide. You need a "give and take", two way document in which benefits for both librarian and college can be seen. You need a contract, or, if you like, a Charter.

Early standards were fairly crude, simple, resource demands. They were an open palm with a sign saying "more" and they rarely bothered to explain what the librarian would do with the "more", or how he/she might be judged. The assumption was that libraries were "good things" and that bigger must therefore be better.

These "standards" do not now persuade lay managers or seepics and we should remember that they were written in and for a different time. They made a contribution, but have less application today. It's a different situation now; and the tasks may be harder, but I also think it's a better situation to be in. But it requires a different approach.

The COfHE "Guidelines", by contract, take a balanced approach with a "key" element being that resources are required for a stated purpose, and a stated "good" should be offered in return. (If not, someone isn't doing their job.) The "scale" now has two pans - the librarian can ask for resources and gauge their adequacy and the quality of the college's resourcing and support for its library - the college can ask for service, and gauge its adequacy and the quality of the library service it is receiving in return for the resources it is providing.

This means that librarian and college can each judge the other. The implication of all this is simple. The "Guidelines" document must clarify what good librarians do and what good libraries should provide, as well as what resources they need. The situation requires that we put our heads above the parapet, say what we can do as librarians, and stand accountable for our performance.

Shaping Library Standards

I think all this should shape the way you go about creating your standards as well as what they should say. The requirements are that you need a profession consensus. Guidelines only work if people keep talking about them and working at them since people will only promote what they like and believe; hence there is a need for consensus. So if there isn't one already, you need enough consultation to develop one. COfHE is lucky in that it's been a cohesive group for many years, but we still had some persuasion to do.

It is important that the consensus should include teachers and managers as well as librarians, since the clients need to own the document too. So - don't write the document yourself in a back room, but use a multipartite group and include public consultation and research in your creation phase. Be prepared to argue it out based on the research and consultations that have taken place.

This can be seen in the "SLIC" pattern and approach to its work; we used a working party to write the standards which included principals, teachers and an HMI, as well as librarians; indeed librarians were, deliberately, in a minority. Also, we surveyed extensively and visited colleges to talk to people, again, principals as well as librarians.

You need realism, by which I mean achievability and also, affordability. We must describe real service patterns and real resource provision. The standard proposal should exist somewhere and exist now. Since standards are "best practice"; not "castles in Spain" - a survey will help to clarify what is actually being provided.

A "framework" :

You need to consider four main areas :

Function : aims - services from the library

Management : library's place in organisation - relationships with other departments

Resources : staff, stock, space, funding.

Evaluation : PIs, validation, assessment of the library, accountability.

Promotion

You need to consider promotion since it's not enough to consult, write and publish your "Standards". You must follow through and consider how they can be launched, with the need to train, promote, support and monitor progress. This will mean you need a staff development plan for your librarians to help them develop the political and negotiating skills to put alongside their existing professional library skills.

Individually, you need to use the document constructively and imaginatively. Don't just ask for implementation, you won't get it. It is essential to have a plan : work out your strengths and weaknesses; go for them. In addition work out your colleges real needs and sensitivities; go for them. Work with your principal; don't attack her or him. S/He is

your resource provider, not your enemy. Even if s/he appears unconvinced, s/he is the "key" person who can get you to your target.

Remember, you are trying to get *better*, not to get *there*. To paraphrase an old saying : "It is better for everyone to travel hopefully than for the lucky few to arrive".

The "NURLIS" Projects

Maggie Ashcroft
Capital Planning Information Ltd.

Don and Tony put together a proposal for a project to do a survey of library provision in Colleges of Nursing in England, Wales, Scotland and Northern Ireland to support the needs of Project 2000 courses. This became known as NURLIS.

It was intended as a ground-clearing exercise to establish what was going on in colleges of nursing. The original idea was to identify models for service provision (in the initial project proposal it was anticipated that after the ground-clearing exercise it would be possible to find additional funding for a second phase to implement the models in pilot or testing situations, with colleges still in the process of planning to implement Project 2000).

The actual findings of the NURLIS I survey were horrific from a researcher's point of view - the diversity of organisation structures, the disparity in levels of funding, staffing, service provision - the inability, in many colleges to provide standard answers to seemingly standard questions!

There were many examples of *aspects* of provision which managers felt they had got right, or were confident of getting right in the future, but as soon as one tried to transpose the "Right" bit into the context of another college the conditions were often incompatible!

Basically, it was impossible to establish any "standard" and very difficult to compare levels of provision because of the different base points; the different ways of cost allocation; the different ways of distributing learning resource provision over a multi-site college; the different stages of developing P2K courses, and of developing higher education links.

All we could hope to do in the end was to attempt some basic comparisons and to interpret the data collected in such a way as to identify the main issues for attention in the future, bearing in mind what we knew already from anecdotal evidence.

The proposals I made for future development were these :

the need for standards for learning resource provision for nurse education courses

financial requirements

the need to disseminate experience

networking information provision

evaluation and monitoring

the role of national bodies

They sound very idealistic expressed in broad terms - but they are attached to a set of reasons in each case, and to the ultimate objective - the need to level up standards of provision - to ensure equality of access to learning resources by users, and to ensure effective provision. We made the proposals, published the report, and left the key players to do something about it.

The first and the last of the recommendations - to set guidelines for the manager of library and information services, and to develop the role of the National Boards (and other national bodies), are the ones that are being taken forward in NURLIS II.

There is no strength in any claim I might wish to make that NURLIS II is the result of the recommendation - but it is the result of the ENB taking seriously their responsibility for supporting the role of library and information services as an integral, essential part of the learning process - which is the result of all your lobbying!

The process we're involved in at the moment is informal consultation with the whole range of organisations and representatives involved, those responsible in any way for ensuring effective library and information service provision.

The next stage is more formal consultation with the strategic managers and the policy makers identified in the previous stage - those who need the guidelines for management, in order to allocate resources effectively and make it possible for you to deliver the required level of provision.

During June, there will be four regional Focus Groups, which will take the form of meetings of 20 or 30 delegates - ENB Education Officers, representatives from the Regional Health Authorities, representatives from the UKCC and Department of Health Nursing Division, representatives from the Higher Education Funding Council, College principals or heads of Healthcare Studies facilities in higher education, and librarians who are in a position to influence national, regional and local strategies; representatives from SCONUL and COPOL, the Library Association and the Medical Health and Welfare sub-groups, as well as the British Library. These people will be expected to bring their knowledge and views of all the aspects on the agenda for discussion this afternoon.

In short, the Focus Groups are to bring together those who can make decisions - about the guidelines to recommend to the ENB, and bring about a situation whereby the ENB is confident enough about the issues - to endorse and recommend strategies.

The final stage of NURLIS II is to produce, in documentary form, a collection of guidelines - some will be in the form of policy statements, some in the form of examples of good practice, some in the form of methods of defining formulae, some in the form of descriptions of work in progress, being undertaken by other organisations and groups of organisations.

The ENB will consider the guidelines and (hopefully) adopt and endorse them before distributing them to the relevant people in health authorities, colleges and higher education institutions.

The Royal College of Nursing Archives and the History of Nursing Society

Susan McGann
RCN Archivist

The Royal College of nursing is the world's largest professional union of nurses with over 295,000 members.

The growth of the College from its establishment in 1916 as a limited company, through the granting of its royal charter, to its present status as a charitable trust, a trade union and a professional organisation is recorded in its archives. The success of the College as a professional organisation which has grown and adapted to the changing needs of the nursing profession in this century, makes the archives an important area of research for nurses, sociologists and historians.

The history of the College is of interest because of its influence on the development of the nursing profession in this country. The archives record the role of the College in providing post-basic education as early as the 1920s when the training schools were attached to the hospitals and were not concerned with professional development.

They record the role of the College as an organisation representing its members, negotiating pay and conditions and providing legal advice and indemnity insurance; its role as a pressure group lobbying the government, parliament and the media to protect the rights and responsibilities of nurses; its role as a professional body liaising with other professions and representing nurses at an international level.

Over the years the College has received as gifts the nursing memorabilia of members and non-members. These certificates, badges, photographs, and related papers and artifacts now form part of the RCN Archives and make the archives the largest collection of material on the history of nursing in the country.

The RCN is the natural focus for the many inquiries about nursing history and the work of the RCN Archivist includes answering the many postal inquiries about nursing history that come to the College from all over the world.

In 1992, the archives were transferred to the Scottish Board of the College in Edinburgh. The natural growth of the archives had meant that its long-term presence in the College library in London was impractical. At the same time, the continuous expansion of the library meant that it was facing an acute shortage of space.

The two problems were solved by removing the archives to Edinburgh, where the Scottish Board is in the process of refurbishing new premises which will now include a specially designed archive office and storage area.

The History of Nursing Society

In the past, nurses have allowed their contribution to the development of healthcare to be ignored or undervalued. This has led to the destruction of much of the raw material for the study of the history of nursing. In 1983 the RCN started a History of Nursing Society to provide a forum for people interested in the subject.

The Society aims to promote an interest in the history of nursing and to extend historical scholarship about nursing and healthcare. It campaigns for the preservation of historical material relating to the history of nursing and can give help and guidance to researchers. The Society offers workshops, conferences, and an annual lecture in London each year, and there is an active Scottish Branch meeting locally.

The Journal of the History of Nursing Society is published three times a year. It contains articles of original research, an information section, book reviews and correspondence. The Journal provides a means by which members can keep in touch with each other, keep up to date with the activities of the Society and maintain contact with similar organisations overseas.

Oral History Project

The Society actively encourages the creation of oral history archives. To date forty interviews with leaders in the profession have been recorded. These tapes are kept in the RCN Archives and copies are held in the National Sound Archives in London. Today the oral history project is concentrating on 'ordinary' nurses from all over the country. A network of members of the Society throughout the country is making recorded interviews with the surviving pre-1930 members of the College. Time is running out for these nurses who trained before or just after the first world war.

The Society regards oral history as an important historical source for the history of nursing. Due to the neglect of the subject in the past, many of the conventional historical sources are lacking. Also, many nursing practices were transmitted by oral tradition, nurses learnt their skills on the wards or in the district by the example of the trained nurses.

By recording the life experiences of nurses, in their own words, oral history can transform the content of the history of nursing. In the place of a collection of myths about famous heroines, it will be possible for researchers to study the profession of nursing in the wider context of health, welfare, social policy and women's history.

Training Needs Analysis - In the South West

Chris Urquhart

Tor and South West College of Health, Plymouth

At a SWEHSLinC study day in April 1993, Pam Kitch presented her findings from a survey of the health library staff in the SW region. The aims of the survey were :

1. Ascertain our training needs (and comment on these could be supplied)
2. Find out how many staff would like mentors for their professional development
3. Find out how many staff were willing to be mentors

Computer applications ranked first overall in training needs, a result that is hardly surprising given the rate of change in information technology. Homing in the type of computer applications ranked important showed that both librarians and library assistants were keen to develop awareness of "general applications".

Librarians ranked computer applications, teaching skills and leadership skills/teambuilding as joint number one priorities. The library assistants rated "Using CD-ROM" as the next priority. It became clear from the discussion during the day that some librarians could possibly practise their teaching skills and teambuilding by showing their library assistants the basics of CD-ROM. I wasn't aware that using the CD-ROM was the prerogative of the librarian and the user (hopefully!) - but not the library assistant. Shades of restrictive practices?

The next priority for the library assistant group was the reference interview, perhaps another skill traditionally associated with librarians? Perhaps librarians should be thankful that the library staff do realise that enquiries are often not as they appear - otherwise we would never have the opportunity to practise our skills as we would never be called on for further help. We can measure what we supply, but the number of enquiries that users might have, but don't choose to convey, is inestimable.

How did we wish to obtain the training? Everyone, it seemed, wanted courses on specific subjects as a first option, but librarians preferred SWEHSLinC meetings, and library assistants informal library visits, as a second option.

The least popular learning styles were large professional meetings, distance learning and use of mentors. The latter contrasted somewhat with the number of people wishing a mentor and those willing to be a mentor, but possibly we associated mentorship with general professional development rather than learning about a specific topic in detail. A poster session provided an opportunity for each library to give details about staff and recent developments and achievements. This gave us all ideas for informal library visits and should have helped towards the development of mentoring arrangements.

Our thanks are due to the staff of the medical and nursing libraries in Truro, particularly Pam Kitch and Fiona Lewis, for their work on the training needs survey.

Nursing Education Trends and Developments - An Academic's View

Barry Chalk

A paper read at the NURLIS Project Focus Group, York, June, 1993.

I want to paint the scene from recent experiences together with information to which I have been privileged from the study by Susan Childs within the Northern Region. I speak not as a professional in the field of librarianship but as someone who has a commitment to providing levels of information services warranted by users of colleges. While there may be specific differences being experienced within my own college and region I anticipate that there are significant similarities with the general experiences of individuals from other areas.

Issues from present position

Multiplicity of funding agencies with no clear or consistent lines of authority and accountability. This leads on occasions to conflict and tension between funders and their differing expectations with the library staff in the front line when serving their "customers".

1. Inequality in funding levels in relation to specific user groups :

Pre-registration students

Post-registration students

Other professionals

Use other than for formal study purposes, eg general updating

Students undertaking courses at other institutions but who may not find acceptable resources at that institution or find them inconvenient.

2. Demands by private and voluntary sector for access to information services when supporting P2k students. This is compounded by dilution of resources through the replication of both staff skills and stock due to multiple sites.

3. Lack of equity within colleges in the level of provision between multiple sites. Staffing at small sites may be by a single member of staff; effect of meetings; holidays; sickness; etc.

4. Cost of non staff resources, eg bibliographic tools. CD Rom and subscriptions may be prohibitive to replicate.

5. Distance between sites and the HE Institutes' libraries.

6. Lack of agreed standards not least the methodology for arriving at a budget and its division within and between colleges leads to inequality in funding levels.

Following audit of the information services while there may present opportunities to target specific shortcomings in staff and non staff there can be tension in trying to effect improvement to the physical environment. This is becoming increasingly apparent in our experience with the college on occasions proving an irritation to providers of health care, eg, college signs being required to adopt standard format.

Capital and revenue costs of college overheads have been stated with varying degrees of accuracy. As these are refined almost inevitably upwards, they have a bearing on the costs of college products (students) as well as college services which include libraries. The willingness of a trust or unit to contribute to such increased scale of charges is wearing ever more thin.

Lack of common data sets between colleges makes comparison difficult. For the future when awarding education contracts such issues will need to be resolved in order to provide adequate justification in the drive for value for money and quality provision.

I have painted somewhat of a bleak picture. I am sure that the majority of individual users feel that they are being provided with a reasonable level of support. My concerns here however are that the support is being provided despite the obstacles which are placed in the way of the library staff who provide the service and who deserve better. But equally that a large number of users have little to compare us with. This is gradually changing with users becoming more discerning and ready to challenge the quality and level of provision.

So what of the future?

The status quo cannot be allowed to continue and there is increasing pressure to bring about change. This is supported by the developments concerned with PREPP and the inexorable pressure to move into mainstream HE. Other recent national initiatives include the Vision For Nursing and most recently the document on the Strategy for Nursing Research. This will have impact on the multiplicity of potential customers with the need to clearly define the differences between the customers and the consumers.

It is my expectation that information and library services will figure significantly in the tendering processes to be adopted within my own region. For this to be effective standards will have to be described and audit conducted to ascertain the gaps where they exist. That we fall short is not in question as there is sufficient evidence to prove the case.

I have to say that the recent publication by the ENB on Education Audit goes some way to redressing the balance as far as data sets are concerned supported by the COFHE standards. This will permit more meaningful comparisons both between colleges and between what competing universities may be prepared to offer in redressing the balance.

Questions will continue however as to the nature of the services to be offered for the future, their size, location and nature. Clear service specifications will be required so that there can be no misunderstanding between the purchaser and provider of the service.

This will also prove useful in supporting customer satisfaction surveys.

Management of the service for the future presents a particular challenge. Deliberation and perhaps quite some soul searching will be required in order to decide as to the centrality of library and information services to the core activity of an education institute be it within or without HE. Units and trusts may also find it attractive to "contract out" such services which would allow for their unification.

While there will be continued emphasis on quality to which such services should comply in the letting of education and care provision contracts, clear evidence will need to be presented as to the cost benefit of the service. (How much difference will it make in the ability of the organisation to secure care or education contracts.) The commercialisation of the service will need to be embraced within its culture.

Teaching staff at present are still attempting to reconcile themselves to levels of quality which the customer is prepared to purchase as against that which the professional knows can be attained. As one of our customers put it "we will be happy to achieve 8/10 for quality rather than attempting to afford 10/10". The Customer Knows Best?

Payment for future services also needs careful exploration. I anticipate a more broad purchaser base than at present with a range from block contracts to individual contributors either as part of course fees or by way of membership fees where they are not sponsored. The challenge here will be in arriving at a pricing policy which is seen as equitable.

Given the developing patterns of work, increasing demand for open and distance learning partly due to diminishing employer support, further consideration is required as to the shape of the future service. The rapid advance of technology particularly IT and its place in any future educational service requires careful exploration. Interactive media, CD Roms, remote data bases are now common place.

Our Challenge is how to incorporate them into the full repertoire of the library and information services while not losing the incidental learning and serendipity aspect offered by 'browsing'.

What price virtual libraries?

(This paper is reproduced by kind permission of Don Kennington of CPI Ltd, Consultants for the NURLIS II project.)

BOOK REVIEWS

The Riehl Interaction Model in Action

Betsy Kershaw and Bob Price
MACMILLAN 159 PAGES ISBN 0-333-57277-7

The Riehl Interaction Model in Action is the latest publication in the 'Nursing Model in Action' series. The model is based on symbolic interactionism. The theory was first proposed by the Chicago School of Sociologists. Symbolic interactionism is a difficult concept which may explain the relative obscurity of the model.

The authors, however, went to great lengths to make the model accessible for the reader. It is written in an easily readable style. The book has three distinct sections. The first one discusses the nature of the model. The second part follows a case study approach. The last part offers a critique of the model by discussing strengths and weaknesses.

I particularly liked the inclusion of revision questions and exercises; these should encourage the student to participate in active learning. The case study approach may also appeal to many nurses, since it highlights the flexibility and versatility of the model by demonstrating its application to different settings.

The concept of symbolic interactionism is, however, a complex one, the complexity of the model makes it less easily understandable to a novice. The book may not, therefore, be suitable to students at an early stage of the Common Foundation Programme, but it should be especially useful for more experienced students and qualified nurses in the era of the 'Named Nurse'. Copies of the book should be available in libraries.

by MARIA BIALOSKURSKI,
BA, MA(Ed), RGN, RNT, nurse tutor,
St Bartholomew's and Princess Alexandra and Newham College of Nursing and
Midwifery

Library and Information Services to Support Project 2000

British Library R&D Report 6088
Capital Planning 138pp £19.90 (incl postage) ISBN 0-906011-85-X

NURLIS Phase 1 is a research report that looks at the provision made by nursing libraries to support Project 2000. It is divided into eight chapters which include the topics of the provision of learning resources, strategic planning, organisation and funding. The survey relied on questionnaires sent to 93 institutions in all four countries of the United Kingdom.

There was a 60% response rate - presumably from the best-organised institutions. More detailed case studies were carried out in 10 colleges. The questionnaires were not sent directly to libraries, and it does seem possible that the responses are official replies and may paint a rosier picture than the real situation.

The report shows that there is much diversity in library provision, for example, some are run by universities while others are multidisciplinary National Health Service district libraries.

Some of the findings are disturbing. For instance, one quarter of librarians are not involved in strategic planning of learning resources, and two thirds of librarians are only occasionally consulted about reading lists. The pressure on library space and staff and the lack of multiple copies of heavily demanded texts are noted, but some quantified results would have been interesting.

The question of funding of learning resources is addressed, and it emerges that the money actually allocated to libraries and hence the per capita spending varies enormously. The amount allocated to books and journals varies.

The report does not give recommendations, but it does conclude that there is a need for standards on nursing library provision; this has since been addressed in the English National Board Educational audit where questions are asked rather than fixed standards being given. Capital Planning is undertaking further research and will consider standards.

The cost of the report is high, reflecting a limited market, and some of the appendices are poorly printed, but it is to be hoped that it will be purchased and read by all learning resources managers.

Available from : Capital Planning, 52 High Street, Stamford, Lincolnshire PE9 2LG.

by PAUL MOORBATH
(LFN Committee member)

This review is a re-print of the original which appeared in *Nursing standard*, vol.7, no.38, on 9 June 1993, page 53. Many thanks to the NS Editor for agreeing to us re-publishing this review and congratulations to her for featuring "library topics" on a regular basis.

Journal News

Paul Moorbath
Senior librarian
St Bartholomews and Princess Alexandra and Newham College of Nursing

A new journal *Health lines* has replaced the *Health education news* which ceased publication earlier this year. Issue 1 of *Health lines* consisted of news items with photographs of people - the great and the good! There was a short article by Linda Ewles on the challenges of being a purchaser. The level of the contributions was rather shallow and would not offer much to diploma level students. I think these news papers could have been put in the *Health education journal*.

Another new journal is the *Journal of advances in health and nursing care*. It has larger print and small pages which gives the impression of a large print book. The journal has short research papers and some basic philosophical/ethical discussions. Issue 1(5) had contributions in midwifery, dementia, and racism in the NHS. It looks like a promising contribution to the literature and worth consideration - if budgets allow!

Accident and emergency nursing began publication this year. It belongs to the same stable as the other Churchill Livingstone journals and should prove essential. The *British journal of mental subnormality* has been renamed the *British journal of developmental disabilities* but keeps the same format as before.

Bits & Pieces

We have come some way?

Read in a recent donation: "Sex, Marriage and Motherhood. A book for a bride" by Dr Ivor Baumont (1940). In a chapter on pregnancy: the wife is given a brief explanation of the birth process ending with:

"... and the placenta is expelled. A wash and brush-up yourself, and you are ready to comfort your husband, who has had a much more nerve-wrecking time than you ..."
(end of quote)

There was great laughter amongst the staff when this was read out. (The book is being added to the historical collection at the RCN).

Calling all LFN members: please note

AGM 1992

To be held at the LAMHWLG 1993 conference - "Shaping our future" held on Saturday 25 September at 5 o'clock, at the University of Wales College, Cardiff.

1. Discussion group/workshop topics:

"Working cooperatively with Higher Education"
coordinated by Maggie Ashcroft (of CPI Consultants)
at 11.15 am and repeated: at 2.15 pm

2. LFN AGM for 1992 at 5.00 pm

Followed by: LFN OPEN FORUM "The future of multidisciplinary libraries and their role in nurse education"

The LFN Committee urges all members of the group to attend these sessions since they are on "key topics". In addition there will be opportunity during the day and weekend for colleagues to exchange news and ideas and share in the growth of information in our field.

Full details from:

Conference Help Desk

Main Library

Heath Park

Cardiff CF4 4XN

Tel: 0222 742874 Fax: 0222 743651 JANET "E": wbsjp(e)cf.thor

Cost: Saturday (exc: conf.dinner) = £50.00

The 1992 annual accounts appeared in the Bulletin 13(1) spring 1993.

More details in the next Bulletin

Important Note:

LFN will be actively involved at:

The Cardiff Conference of the LA's Medical, Health & Welfare Librarians Group with Association of Welsh Health Librarians

From Friday 24 to Monday 27 September 1993 at the University of Wales College of Cardiff

LFN will be arranging during the weekend two main events and you can attend on a "one day" basis if you wish.

Library Services for Patients

The St John and Red Cross Hospital Library Service have commissioned library and information management consultants from Capital Planning Information Ltd to carry out a survey of library services for patients in hospitals and residential homes.

Participants :

The objectives have been set by a Working Party made up of representatives of the Joint Committee of St John's and the Red Cross, Hertfordshire County Libraries and the Healthcare Management Information Consortium, represented by The King's Fund Centre.

The Survey :

The national survey will include a questionnaire to health authorities and public library authorities in England and Wales. To prepare for this the consultants will be carrying out a series of interviews with representatives of organisations involved with funding, managing and delivering library services for patients. Consultants will also visit selected hospitals to observe libraries in operation and talk to volunteer helpers and readers.

Aims :

The consultants' findings will enable the Hospital Library Service to draw up a strategy for the future management of the service. Hertfordshire County Libraries are particularly interested in the future direction of patients' needs for recreational reading in relation to other needs such as health information services. The survey should indicate possibilities for organisations to cooperate in joint ventures and throw up ideas on the range and type of services to be provided, including perhaps some innovative ones. The main interest of the Healthcare Management Information Consortium is to encourage the development of a national healthcare information strategy which is responsive to local and regional needs.

Contacts :

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