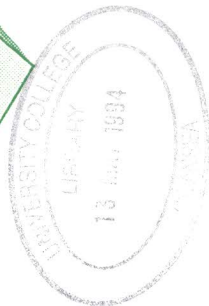


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LIBRARIES for NURSING BULLETIN



Features

Nursing education trends and developments

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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: 10 December 1993
17 February 1994
17 May 1994

EDITORIAL

As the split between purchaser and provider and nursing college means that all in this area must look at budgets and justify themselves and their very existence, the issue of charges ought to be considered. Qualified nurses have over the years become accustomed to using the college library free and on demand. Indeed the pressure has increased as nurses are required to continue their education in order to remain registered. Higher award and PREP places demand on nursing libraries.

However employing authorities seem to have ignored this issue and it seems they make no contribution to libraries, expecting and usually getting a free service. However there is no such thing as a free lunch and the gravy train is going to hit the buffers. We need to consider charges to qualified staff and some colleges do charge although others have been forbidden to do so, on the basis of good will.

This is where YOU come in.

The LfN committee members intend to do a survey of Bulletin subscribers towards the end of this year. To save librarians being bothered by yet another survey, it is proposed to conduct the survey by telephone so there will be no forms to fill in. It is proposed to publish the results so you can see a national picture.

Please help by being willing to answer questions about whether qualified staff nurses have access to your library and if so what are the charges levied and limitations to service and whether employers pay.

PAUL MOORBATH

"LfN" - no longer "NISG"

Its official!

At the AGM in Cardiff, the members attending voted unanimously for the change of name of the group from

NURSING INFORMATION SUBGROUP

to LIBRARIES for NURSING

The AGM took place on 25th September 1993

The voting was 36 votes for the proposition, 0 against

CHAIRMAN'S NOTES

"Second only to clinical practice venues"

Professor Jean Hooper said at the E.N.B. recently that "libraries and learning resources units are fast becoming the second most influential factor upon the learning process". Speaking at the launch of "Provisions of Library and Information Services to Nursing Professionals : Management Guidelines" on 12th October, Jean Hooper made a number of positive and "warm" comments about the value of libraries within nursing education. Such accolades reflect the growing awareness of 'library and information issues' within the nursing world at the present time.

Congratulations!

More particularly perhaps, these comments (which are expanded upon elsewhere in this issue of "LFNB" reflect the great achievements made by the librarians working within nursing during the last five years. The role of librarians e.g. within curriculum development seems to have been recognised by managers of education and this is reiterated within the new *Guidelines*. So, some congratulations are due to librarians and library staff for their great efforts in achieving important changes in perceptions and for meeting many of the new demands being made on their resources!

We should welcome and use fully the E.N.B.'s latest "Library and Information Services" guidelines as a valuable means to develop further the role of libraries and learning resources services within health care. Librarians should prepare brief but will researched strategic plans where they don't exist already, and should review those which have been written. We no longer should wait to be asked to do such planning; it is part of any manager's job.

Please write to LfN Bulletin with your comments on the *Guidelines* and about other developments in you 'patch'. We need you 10 minutes worth on snappy text if this Bulletin is to reflect the views of LfN members.

Thank you in advance.

TONY SHEPHERD

"The Provision of Library and Information Services to Nursing Professionals : Management Guidelines" (NURLIS II) An ENB Statement

This publication was launched jointly by Professor Jean Hooper and Mr David Russon, Director General, British Library - Boston Spa on Tuesday 12 October 1993.

The project, *"The Provision of Library and Information Services to Nursing Professionals : Management Guidelines"* (NURLIS II) is an excellent example of multi-discipline collaborative working. It was commissioned by the board, funded by the General Nursing Council Trust and undertaken by Capital Planning Information. The *Guidelines* are the result of extensive consultation through a combination of personal interviews and a series of regional focus groups. Contributors included educators, college managers and library information professionals from a wide cross-section of institutions in the health sector, the education sector and the library profession.

The *Management Guidelines* aim to increase the effectiveness of library provision and information services by developing awareness and further understanding of the policies and practice necessary to quality services. NURLIS II, which builds on the findings of NURLIS I, is part of a Board series relating to guidelines for education audit.

The Board believes that NURLIS II will enable educational institutions to review their current arrangements for the provision of effective library and information services. In addition, these guidelines should help to identify the financial costs of supporting/developing educational resources and therefore contribute to the information needed for the contracting process.

The *Guidelines* address important issues such as:

Strategies and Structures

"to enable educationalists and learning resources and library and information services managers to achieve agreement on effective learning resources provision"

- strategic plans, mission statements and service objectives
- service level agreements and contracting
- "nurses' passport to learning resources"
- organisational and communication structures
- budgeting data and formulae
- staff status and grading
- professional and IT networking
- performance indicators, monitoring and accreditation

Relationships

- between the curriculum of nurse education and the learning resources services which support and interact with educational objectives
- between the Health Service culture and the higher education culture
- between learning resources providers and the accrediting and validating bodies
- between learning resources providers and the whole cross section of Health Service user groups
- existing standards and guidelines (COFHE; COPMED; Kings Fund Centre; Scottish Library and Information Council, etc.) in relation to the nurse education environment
- between nurse education and higher education bodies for assessment and accreditation

A copy of the 'Provisions of Library Information Services to Nursing Professionals : Management Guidelines' is available from:

ENB Resource & Careers
Woodseats House
754a Chesterfield road
Sheffield S8 0SE

Cost : £10.00 including postage and packing.

Launching the NURLIS II "Management Guidelines"

by Jean Hooper

(Prof. Jean Hooper is head of the School of Health at Portsmouth and was also Chairperson of the ENB. Speaking at the launch of the ENB's "Provision of Library and Information Services to Nursing Professionals: Management Guidelines" in October, Jean Hooper briefly reviews progress to date in the role of library services within nursing, midwifery and health visiting)

It gives me great pleasure to be hear today, together with Mr David Russon, Director General of the British Library, to launch the Board's Management Guidelines on the Provision of Library and Information Services to Nursing Professionals.

It is both a personal view and that of former Boards and the present board, that a dynamic, adequately resourced and appropriately staffed library provision and resource service is fundamental to the successful implementation of all educational programmes approved by the Board and, ultimately, to the provision of quality care.

The board's commitment to an effective library provision and information service has been demonstrated in a number of practical ways and over a long period of time:

Through its representation on the Project 2000 Implementation Group the Board has been influential regarding the identification and allocation of monies to support library and learning resource facilities and has continued to monitor its distribution throughout the regions. The Board's Officers also continue to actively monitor these provisions and their usage in each college of nursing and midwifery/health studies.

An ENB/NHS Regional Librarians' Liaison Group was established as long ago as 1979. This liaison has continued. For the past two years Regional Librarians have been invited to attend the Board's local office education meetings to share with Education Officer teams examples of good library practices and areas in need of further development and jointly to decide where any action is necessary.

In 1991 the General Nursing Council Trust generously allocated the sum of £98,000 in support of library provision for pre-registration nursing students provided by colleges in England and Wales. The Board was instrumental in ensuring a large proportion of the money was distributed appropriately to colleges throughout England.

The project conducted by Capital Planning Information, and being launched today, has been funded by the General Nursing Council trust and commissioned by the Board.

As you can see there is no lack of recognition by the board of the central role of library provision and information services.

To date there has been no research regarding the impact of the quality of usage of library facilities upon patient/client care. It must be acknowledged that, because nurses form a major part of the health service workforce and because of their direct contact with patients, clients and families, their preparation and performance must inevitably, and significantly, influence the achievement or otherwise of health gain targets.

Over the past decade library facilities in Colleges of Nursing and Midwifery/Health Studies have moved from a selection of books on shelves, "a mini lending library", to active learning resource centres. It is now recognised that librarians have an important role to play regarding curriculum development, curriculum delivery and curriculum evaluation. Librarians have become active members of the teaching team. It is, however, acknowledged that for all sorts of reasons, often financial, not all Colleges of Nursing and Midwifery have been as proactive as they or others might have wished.

It is important to consider the developments in library provision and information services within the context of many other far-reaching developments in nursing, midwifery and health visiting education and changes in health care services:

The introduction of pre-registration diploma level programmes for students of nursing has greatly increased demand for a wider range of texts, learning resources and support.

This is equally the case regarding the introduction of pre-registration midwifery diploma level programmes.

It is not only a matter of level but of changes in student characteristics. Since the implementation of Project 2000 in 1989 there has been a considerable increase in the number of mature students and some increase in the number of men and those from ethnic minority backgrounds. These changes are warmly welcomed and to be encouraged as this diversity of students better reflects the recipients of nursing, midwifery and health visiting services. The students entering nursing and midwifery programmes today do so with considerable life experiences and differing expectations regarding courses and nursing and midwifery practice.

The increasing diversity of students and more demanding programmes has led to a shift in emphasis from teacher-led to more self-directed student learning. Over the past decade there has also been a recognition and stricter adherence to the principals of adult learning which reflect, amongst others, notions of student-teacher partnerships and leaning contracts. These changes in modes of curriculum delivery have also impacted upon learning resources and library provision.

The learning environment for students of nursing and midwifery has always comprised the classroom and, most importantly, practice venues. The latter by far exerts the primary influence on the learning process. Due to advances in education and information technology and consequently the advent of such

learning modes as open/distance learning, along with the changes in the student-teacher relationship, I have already referred to, libraries and learning resource units, rather than the classroom, are fast becoming the second most influential factor upon the learning process as indicated by the demand for increased library space and support.

It is the case that although the diversity of students entering nursing and midwifery programmes is increasing the number of pre-registration students is contracting. This reduction in the number of pre-registration students is however more than compensated by the number undertaking continuing professional development programmes. This development is crucial at a time of a greater emphasis upon health, changing patterns of illness, treatments and care delivery systems.

There is an adage that pre-registration, education and training is only as good as post-registration education and training. This is true for, in practised disciplines such as nursing and midwifery, the quality of the preparation of students is highly dependent upon the availability of competent confident practitioners who are able to fulfil the role of mentor, supervisor and assessor and act as appropriate role models.

The implementation of the Board's Framework for Continuing Professional Development, based on research into the needs of clients, service and education, and with its flexible approach, has provided many more opportunities for trained nurses, midwives and health visitors to better meet health care needs. This increase in post-registration education has also increased the demand for library provision and information services.

All these developments have taken place at a time of amalgamation of colleges and the establishment of links with institutions of higher education. These links have tremendous implications for library provision, not least concerning access and issues of funding.

So there is the commitment and there is the demand.

The project 'The Provision of Library and Information Services to Nursing Professionals' NURLIS Phase II Management Guidelines builds on the work of NURLIS I and the Board's 'Educational Audit'. NURLIS II aims to increase the effectiveness of provision by development awareness and further understanding of the policies and practice necessary to the provision of quality services.

I believe the guidelines produced have the potential to increase the effectiveness of library provision and information services. They will prove to be a valuable resource to all those interested in providing, purchasing or being the recipients of quality nursing, midwifery and health visiting programmes which in turn will enable nurses, midwives and health visitors to provide a service of quality to meet the nation's health gain targets.

British Library's Support for the NURLIS Projects

by David Russon
Director General, British Library Boston Spa

Speaking at the NURLIS II launch on 13th October 1993

I am delighted to help in launching the ENB "Management Guidelines on the Provision of Library and Information Services to Nursing Professionals". The British Library has for many years supported and encouraged improved services to the healthcare sector. We have done so through our extensive collections in London and Boston Spa, through our Medical Information Service and through the Library's Research and Development Department. I should also add that I have a personal interest in this sector - particularly where healthcare and education interact - through my involvement on the Standing Conference of National and University Libraries' Health Information Group.

In late 1991 our Research and Development Department was approached by Tony Shepherd of the Royal College of Nursing, with an outline proposal for research on the current state of nursing libraries in the United Kingdom. We were very pleased to support this financially as a possible first-stage project to establish some basic data on the national scene. The project, as most of you know, became known as the NURLIS I study. It was entrusted to Capital Planning Information, the library and information consultancy which has worked for many departments of the library since it was established in 1976. On completion of Phase I the British Library asked CPI to publish the report in its Research and development report series and I am pleased that this has since been widely read.

We were much encouraged to hear that the General Nursing Council Trust had, on the basis of the NURLIS I report, agreed to provide finances for the ENB to enable the important second stage to be undertaken. This type of partnership funding fits very well with our objectives of stimulating important and necessary research in a sector - healthcare - to which we attach a high priority. My colleague Shirley Day has been involved in the NURLIS II project advisory group and I myself was very pleased to be invited to one of the focus groups which was held in York. We believe that the work reported in the document launched today represents an extremely valuable practical tool which should stimulate further improvements in an area such as nursing which has shown itself to be at the forefront of medical library initiatives.

In conclusion, I am pleased to announce that the British Library has just contracted CPI to carry out a programme of dissemination to ensure that some of the important messages contained in this document are communicated more widely to those concerned with managing libraries and information services for the nursing profession. We have also asked the consultants to undertake a further piece of research which emerged from the NURLIS II study. While the "Passport to information" idea has, I am sure, much wider applicabilities and possibilities for user empowerment, we are happy to see that it is the nursing profession which is willing to pioneer this.

I comment the report to you.

The Impact of Professional Development Requirements on the use of Information Sources by Nurses : An Exploratory Survey

by Chris Urquhart and Sophie Crane

A Summary of the report and its recommendations

by Chris Urquhart
University of Wales

Our basic question was whether the College library in Plymouth had a role in providing a service to support the proposed PREP continuing education requirements for nurses, midwives and health visitors. If the answer was in the affirmative, we wished to have some idea of the role, and the types of library and information services to be offered. If the answer was negative, we wished to propose some possible courses of action.

Time factors limited the exploration of the possible roles, but four main areas were chosen to study in detail.

There were:

- 1) the methods used by trained staff to obtain access to journals;
- 2) the preferred means by which staff kept up to date (study day, distance learning, library browsing etc.);
- 3) perceptions of various formal and informal information sources; and
- 4) information seeking skills

A simple stratified sample (acute and community staff) comprising around 5% of the total nursing staff in the Plymouth area was studied. The survey was divided into two parts, the first being a structured interview. A questionnaire was completed at an interview with the participant. The questionnaire was designed to obtain information on professional development plans and preferences, use of ward/unit resources, particularly journals, and optimum periods for library opening. The second part, also completed at the interview, was a vignette or case study information problem. The responses (written by the participant) provided indications of information seeking skills and perceptions of various information sources, both formal and informal.

Results indicated that most staff were exceeding the PREP minimum of five days over three years. Most staff preferred a study day for updating their knowledge. The most popular combination of learning styles was a study day backed up by further reading. Accreditation of learning was a matter of concern among all staff. Our conclusion was that the library could promote itself far more at study day events.

Reading of journals by trained staff appeared to be selective, most staff reading the articles of interest to them personally and omitting non-relevant material. Few units were considering new subscriptions, and the majority looked to the College library to provide a comprehensive collection of journals, particularly in clinical nursing. This has obvious implications for funding requirements, given the number of new titles and the escalating price of periodicals.

The vignette (case study) data indicated that around one third of the participants could be termed confident in their information seeking strategies. Around one third appeared to lack any skills. A competent information seeking strategy was associated with the group which would have used more than two sources of information. The competent group were also more likely to mention use of a library than the group which used two or fewer sources of information, a result that cheered us. What was also clear was that many of the staff had some idea of what they should be doing, even though they lacked expertise. The market for information skills education in some shape or form is there.

Our case studies were also designed to gain some idea of their perceptions of the various healthcare libraries in Plymouth. The findings clearly show that no single library in Plymouth would be adequate to serve the needs of nursing staff if current trends in health and welfare requirements continue. The survey highlighted the importance of health education information, and the continuing reliance placed on public library services by nursing staff. It is unfortunate that politics and vested interests often seem to combine against the establishment of an information network that would benefit the user - and the taxpayer.

For more information about this project please contact Chris Urquhart at her home address:
2 Leahter Tor Close
Yelverton
Devon
PL20 6EQ

The Age of Citations in Nursing Journals

by Paul Moorbath

Senior Librarian
St. Bartholomew and Princess Alexandra and Newham College of Nursing and Midwifery

The age of citations in journals is of interest for it indicates what length of back runs of journals are needed and what length of back runs may be placed in a stack or store. Students may be told by tutors to use only papers five years or less old and this study investigates whether this is justified.

The citations in the *Nursing Citation Index* which was published at the back of the *International Nursing Index* part 3 for 1990 were examined. The date of each citation was recorded on cards for each separate title. Only journals taken by the Royal College of Nursing library were included together with the following additional titles which a preliminary investigation had indicated would be useful to include.

They are :
Seminars in Oncology Nursing
Journal of Professional Nursing
Critical Care Nurse
Journal of Nursing Quality Assurance
Dimensions in Critical Care Nursing
British Medical Journal
Lancet
Journal of the Royal Society of Health
New England Journal of Medicine

Thus foreign language publications were excluded. Only citations to and in the journals under consideration were counted.

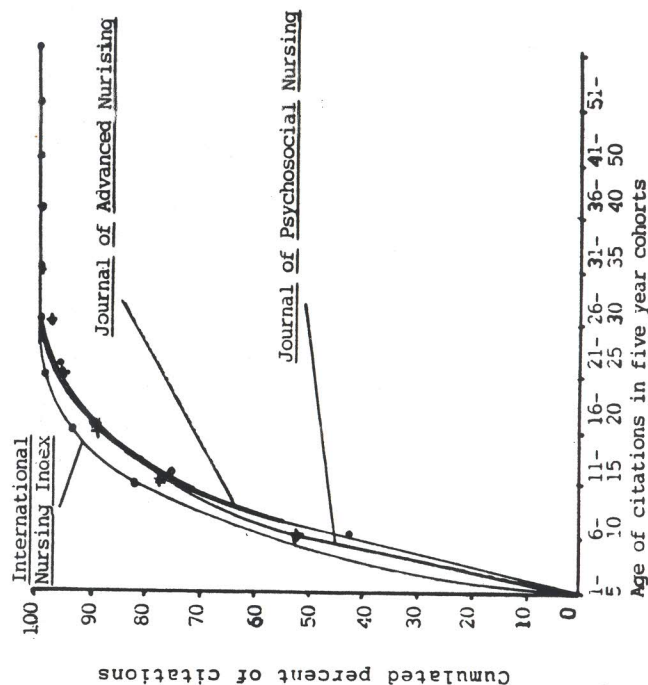
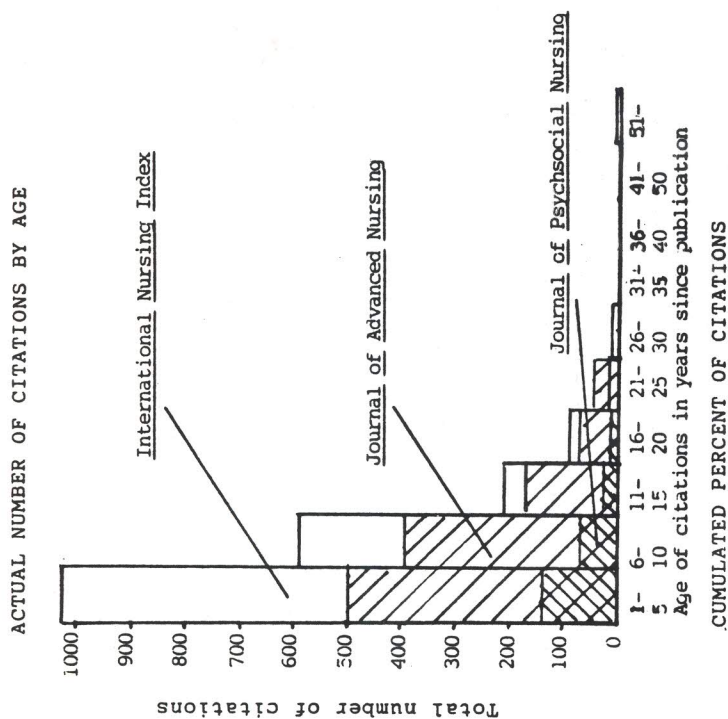
The ages of the citations in the *Journal of Advanced Nursing* for the whole of 1990 were counted and the results form the top 40 titles presented. As this publication is a research journal the citations reflect what is useful to current research. In mental health, the *Archives of Psychiatric Nursing* is American and examination of the citations showed many of them were to medical-psychiatry publications rather than nursing publications so ages of citations in the only alternative -- the *Journal of Psychosocial Nursing* -- were counted for 1990 and the top 20 titles included.

The results are presented graphically showing firstly the total number of citations and then the cumulated percentages.

Half of the citations in the *Citation Index* and half of the two journals were five years or less old. The figures indicated that there was little citation of items over 15 years old. However, the *Citation Index* and the *Journal of Advanced Nursing* are research based and the needs of students are different. They need classic papers and reviews but not, of course, out of date material.

However, in the nursing literature, there is a tendency to re-cycle important topics so there is probably little or no need for students to use papers over 15 years old. It is possible that some of the articles that were over 15 years old in the citations were being used for historical reasons and historical reviews rather than for discussion of modern clinical practice.

It had been supposed that in psychiatric nursing there might be a demand for classic papers, but the study of citations in the *Journal of Psychosocial Nursing* did not bear this out. The age of citations in the two journals was similar to the overall age pattern, namely half the citations were five years or less old and 90% were 15 years or less old. The implication is that according to the citation and hence research usage, 15 year old material is little used and could be relegated to a store or stack.



Scottish Colleges of Nursing Librarians Conference

by Janice White
Lothian College of Nursing

The Ninth Annual conference for Librarians in Scottish Colleges of Nursing and Midwifery was held in May 1993 at the offices of the National Board for Nursing, Midwifery and Health Visiting for Scotland (NBS) in Edinburgh. This year's conference was chaired by Rebecca Higgins from the Highland Health Sciences Library in Inverness.

The librarians were pleased that the NBS confirmed its support for the annual conference, despite the fact that it no longer provides the funding for nurse education.

In addition to librarians from all of the Scottish Colleges, the conference was attended by some NBS Officers (Chief Executive, Board Secretary, Librarian, and a Professional Adviser) and the Chairman of the Association of Scottish Health Sciences Librarians. The Chief Executive made reference to the recent reconstitution of the NBS as an executive body and the consequent changes in membership and staffing structure of the board. She also referred to the current Scottish Office review of the management of nurse education (the results of which, after more than one postponement, are now expected to be known by December).

The morning session was concerned mainly with the perennial "domestic" matters of budgets, staffing and grading. Following the change in funding arrangements, the NBS no longer has any locus in these matters and could not, therefore, support the reconstitution of a steering group to consider these issues.

A telephone survey on budgeting, carried out by Mhairi McMillan from Ayrshire and Arran, produced wide-ranging results, with no two libraries operating in the same way overall. It was considered likely that national formulas would be phased out, with each library having to negotiate its own budget: this would have implications for the establishment and maintenance of national standards provision.

Once again, the problems of obtaining funding for service to trained staff were highlighted and various possibilities discussed - the best solution recognised as being the negotiation of contracts with Units and Trusts, despite the difficulties this involved.

Alison McIntosh, from Foresterhill, has also conducted a telephone survey - on staffing, especially with regard to extended hours and was pleased to note that the majority of libraries had increased their staffing over the last three years. Questions relating to change of shift patterns, employment of temporary staff, flexi-time and job share arrangements were also discussed. One major concern relating to extended hours was the question of security, especially where library staff worked alone in the evening.

A grading survey had been conducted by Marilyn Jeffery from Forth Valley. Only seven of the College librarians had been evaluated using the Hay system, and though the outcomes had generally been successful, the majority of regradings had taken over one year to achieve. (The "Hay System" is a means of preparing job descriptions and scoring them for the purpose of grading posts. It was developed by a firm of management consultants for the use of the NHS in Scotland.) Norman Sandeman, from Dundee, the

previous year's Chairman, acknowledged the support of the NBS in taking up the matter of grading with the Scottish Office, but there was general disappointment that the Management Executive still considered the Whitley A&C grades appropriate, with the Hay system available for regrading assessments. The difficulties in applying the Hay system to library posts were highlighted. It was agreed that, though some progress had been made, there was still disappointment at the non-availability of an appropriate grading structure for College librarians.

Jan Howden, from Glasgow, suggested that, as previous guidelines produced from the group were losing their currency, consideration should be given to the production of officially published standards. Informal discussions with the Scottish Library and Information Council (SLIC) had already taken place and it was agreed that they should be formally approached to set up a working party consisting of librarians (within and without the NHS) and representatives from nurse education.

Reports were given of the progress of two Health Information Plans - for Lothian and Glasgow.

The morning session ended with an interesting description from Anne Brice, Borders, of an exercise in costing her library's services and drawing up contracts with users.

This set the scene for the afternoon session, led by a guest speaker, Mr Jim Swan, Lecturer at Genrothes College. His topic was costing and, starting from Drucker's definition of five areas of management, he gave an outline of the three areas of costing (labour; materials; overheads) and two key concepts in budgeting (planning and control). He then spoke about pricing and value for money before turning to the topic of income generation. Conference members were taken through the (fictional) example of costing the use of a library for a two day period, before considering the matter of contracts. The presentation stimulated discussion, where one matter raised was the question of whether libraries might expect to retain funds accrued by means of income generation.

As always, the librarians appreciated the support and interest of the NBS as well as the opportunity for librarians from all over Scotland to get together. Long may it continue!

Janice White
Principal Librarian
Lothian College of Nursing and Midwifery
(adapted from the official report from the NBS)

Book Review

Project 2000, Reflection and Celebration

B Dolan, editor (1991)

This is a book for nurses, tutors, students and possibly others with a direct interest such as potential recruits.

The historical perspectives of the first three chapters are somewhat repetitive and might more usefully have been condensed into a single jointly written chapter with a more coherently arranged content. To some extent this tendency for chapters to have overlapping content is revealed by the references. Of the first five quotations listed in Chapter 1, four have also been referred to in other chapters in the book, amounting to 12 citations between them in the book as a whole.

More editorial guidance or increased contributor collaboration might have helped to avoid this feature, that becomes increasingly irritating as one proceeds through the book.

Some parts offer interesting perspectives and stimulating ideas, but on the whole, it's old hat for most nurse tutors, peripheral reading for students, and irritatingly repetitive for others, who could well be discouraged by this feature and thereby miss out on an interesting collection of contemporary essays which (for the most part) are individually good to excellent.

In summary then, a collection of interesting essays, spoiled by poor editorial policy.

Reviewed by : Ewan Gear, Avon and Gloucester College of Health, Bristol.

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Letters

Please send your views and comments to the Editors - addresses inside the front cover:

Dear Editor,

"INTERCARE"

Through your columns, please could I put in an appeal for nursing books which we would be pleased to send to hospitals in Africa? Intercare is a charity, part of whose purpose is to assist health care development in Africa. We can arrange for parcels or packets of books to be collected from you colleagues' for dispatch overseas. there will be no costs for libraries contributing to this scheme.

If you can help with this important work in any way, please contact me as soon as possible:

Telephone: 0533-667-326

From: Margaret Greiff

Intercare

49 Melton Road

Leicester LE4 6PN

Your help will be greatly appreciated!

Two New Nursing Journals

During the last two months, a number of new journals have been launched within the nursing field.

Nurse Researcher

Vol 1, (1) appeared at the end of September 1993 and is aimed at all researchers in the nursing field. This is available on subscription from Scutari Publishing.

Emergency Nurse

Vol 1, (1) Spring 1993 was published earlier this year for the RCN Accident and Emergency Nursing Association. This publication is available on a 'limited circulation' basis from Scutari Publishing by writing to:

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NOTE: QUINN, Sheila **The Lamp still burns: A short history of the National Florence Nightingale Memorial Committee.** NFNC London

Available free from above address