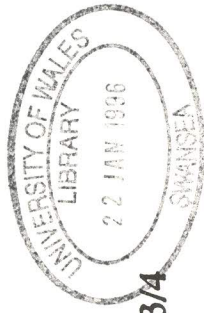


LIBRARIES for NURSING

# Bulletin



Volume 15 Number 3/4

Autumn / Winter 1995

## This issue:

Nursing libraries in Australia

The view from Sweden

Inner London developments

News from the RCN

LfN

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LfN BULLETIN  
Vol.15, No.3/4, Autumn 1995

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## EDITORIAL

There is a great danger at times of change and tension that we all become rather inward looking. In this issue we have attempted to present some different perspectives. We have, from Judy Till, a librarian in South Australia, an account of how things are done in that part of the world. We also have a view from a visitor to the UK, Carina Bark, a librarian from Sweden. She is able to compare ways of doing things in our two countries. Readers may be surprised to know that LfN Bulletin is sent around the world, but we are. Perhaps our overseas readers would like to write to us? Perhaps our British readers would like to write to us?

Having ventured overseas, we felt the need for a little security, so you will also find herein items on developments in London and the RCN.

Observant readers may notice that this issue is numbered volume 15 numbers 3/4. This is so that we can maintain our average page count for the last few years of around 100 pages per volume.

For the future we are seeking to produce issues on professional development for staff, and the role of multimedia in nursing libraries. Your thoughts and contributions on these topics are invited but if you have something more pressing you would like to inform our readers about, your letters, news and views are always welcome.

The Editors

## NEWS AND NOTES

### New Membership Secretary for LfN

The new Membership Secretary and the person to contact with any queries about your subscription to LfN and the Bulletin is Julia Chester. Julia is Head of Defence Medical Library Services at the Royal Army Medical College. Her full address and contact details can be found in the list of Committee members on page 23

Also new to the LfN Committee is Jackie Lord, who is Deputy Librarian at the Royal College of Nursing. Welcome to both Julia and Jackie.

### Nursing Union List of Journals

Following our item last issue (15(2), p33), the Nursing Union List of Journals, formerly distributed from Salisbury Hospital, is now available from:

Nursing Union List of Journals  
Medical Library  
Glenfield Hospital  
Groby Road  
Leicester LE3 9QP

Tel: 0116-2563672  
Fax: 0116-2563334

The cost is £25 per year. Contact Dr Humphrey Dunn for further information.

### Current Awareness

The October 1995 issue of the Bulletin of the Medical Library Association (Vol.83, No.4) contains several articles about nursing librarianship. Included in a section called "Highlighting emerging roles and enduring values: Information management in Nursing education", are a couple of articles on library instruction and the role of the librarian in nurse education:

Barbara Francis & Clarissa Fisher, Multilevel library instruction for emerging nursing roles *Bull. Med. Libr. Assoc.* 83(4) Oct 1995, p492-498;

Beth Layton & Karla Halm, The librarian as a partner in nursing education *Bull. Med. Libr. Assoc.* 83(4) Oct 1995, p499-502.

The focus is on the American situation but the journal may be worth looking out.

### RCN Nurse ROM - Issue 1

Following the 'Pilot' version issued earlier this year by the RCN Library Services, Issue 1 of RCN Nurse ROM is now available with new facilities and up-dated contents.

Tony Shepherd says about the service:

"This new CD-ROM provides the potential for improved access to information for nurses, midwives and health visitors wherever a CD-ROM drive is located. Given the increasing demands for information from the profession, this should be a great benefit to many nurses."

The new disc is the first in a quarterly 'up-dating' service and it is available to institutions and libraries on subscription as well as to individuals.

RCN Nurse ROM - Issue 1 contains:

- the RCN Library journal database with over 85,000 records
- full text of Nursing Standard clinical articles (from June 1992)
- Nurse Researcher journal in full text - a new file on this disc
- Issues in Nursing and Health series.

We hope to feature a review of the Nurse ROM in a future issue.

### Nursing and Midwifery Index (NMI)

Published from Bournemouth University, many readers will be familiar with this index in its printed form and, more recently on CD ROM. UMI are currently trialing access to the database across the internet. If you think you might be interested in such a service contact NMI at Dorset House Library, Bournemouth University, Talbot Campus, Fern Barrow, Poole, Dorset, BH12 5BB Tel: 01202 595044

### OMNI

OMNI (Organising Medical Networked Information), URL <http://omni.ac.uk/> held its launch and first annual seminar on 30th November 1995. For more information contact Sue Welsh, OMNI Project Officer (s-welsh@nimr.mrc.ac.uk) National Institute for Medical Research, Mill Hill, London NW7 1AA, Tel. 0181 959 3666 ext 2536 Fax 0181 913 8534

### Services from the LA

Veronica Fraser, Professional Advisor (Special Libraries) at the Library Association has contributed to the *Health Libraries Group Newsletter* (12(3) September 1995), a useful summary of the services that the LA can provide to its members who may have employment problems.

## NURSING LIBRARIANSHIP DOWN UNDER: NEWS FROM SOUTH AUSTRALIA

Judy Till

I was asked recently to put down a few thoughts about nursing librarianship in South Australia. I rather foolishly agreed and then discovered there was very little research about the nursing librarianship scene in South Australia or Australia. I will therefore attempt to briefly describe the situation.

First some geographical information. South Australia is the southernmost state in mainland Australia and supports a population of approximately 1.2 million, 80-90% of whom live in the capital city, Adelaide. The climate is known as Mediterranean, warm to hot dry summers and mild, wet winters.

The city of Adelaide supports three Universities with a total student population of approximately 42,000. The University of South Australia is the biggest institution with around 22,000 students, and educates the most nursing students (c. 2,000) which are spread over three sites. Flinders University of South Australia also runs a course for nurses with approximately 1,000 pre-registration and post graduate students.

The transfer of nurse education to the higher education sector started in 1978 with 200 students at the Sturt campus of Flinders University and was completed in 1990 when the last intake of hospital trained nurses took place. The University of South Australia (known then as the South Australian Institute of Technology) had its first intake of students in 1987 at the City campus.

The transfer of nurse education saw a complete transfer from the hospital sector with students being based at a University campus. A number of reports on nursing education in the sixties and seventies agreed that traditional hospital-based schools were no longer appropriate venues for nursing education. There was a need for courses to promote a holistic, health-oriented approach to nursing practice with the art and science of caring as the major focus. The current system is primarily university-based coursework and hospital-based clinical education. The student nurses attend classes on campus, are trained in skills laboratories and undertake placements in a variety of health settings. First year students observe in community settings and undertake health assessments of students from local primary schools. Second and third year students are

exposed to clinical settings in a range of hospital environments as well as community health centres.

The transfer of nursing students to the higher education sector necessitated the need for a specialist librarian to be employed in the existing University library to cater for these students. At present there are three nursing librarians at the City, Underdale and Salisbury campus of the University of South Australia and one at the Sturt campus of Flinders University. Seeding grants for the purchase of resources were given at my campus (City) from 1987 to 1991 (approximately \$A40,000 to \$A60,000 per year) when we were part of the South Australian Institute of Technology. In 1991 this institution merged with the South Australian College of Advanced Education to form the University of South Australia which brought Underdale, Salisbury and City campus together. The Faculty of Nursing was formed in 1992.

The role of the Nursing librarian in this new University has expanded from the days when it was necessary to purchase resources quickly to cater for the large numbers of students. Most of the workload now is centred around library orientation, CD-Rom instruction and mastering the Internet. With first year numbers at about 150-200 per campus, library orientation programmes have had to be developed with these numbers in mind. At City campus I developed a workbook for first year students for the first few years but this year I collaborated with study skills lecturers and nursing staff to produce an overall guide to information needed by first year students. It included a library component, exam and essay preparation and examples of best practice in reflective journal writing and article reviews.

The integration of information seeking skills into the nursing course has been the ambition of all the nursing librarians at the University of South Australia. The course is supported by a common curriculum but each campus has interpreted the material to be covered. Here at City there has always been an emphasis on anatomy, physiology and biological sciences but the students also get grounding in the social and behavioural sciences. Library sessions are timed to coincide with major assignments to maximize their usefulness and emphasis is placed on transferring these skills to other subjects and situations.

Students are normally offered an orientation session at the beginning of the first year. Although the library catalogue (DYNIX) is demonstrated, the most important feature of these sessions is first contact with the librarian. A friendly approach at this point will encourage students to feel that the library is not so daunting. With the advent of multimedia technology in schools, students are becoming

more comfortable with technology and sessions lately have been more about the particular features of the library product rather than spending time on introducing the technology. CD-Rom sessions usually follow in second semester of the first year with self paced CD-Rom guides available to students at any time. Further sessions are introduced on a needs basis at various times throughout the three year course.

Technological support for nursing students is good and will improve by the end of 1995. There are 10 networked workstations at present in the City campus library where students can access CINAHL, Medline and other relevant CD-Roms. Recently this network has expanded to the student computer pools at the City campus. Instruction in the use of CINAHL and other CD-Roms can now take place in these computer pools which should increase the student's confidence with these products.

Library staff all have networked computers with access to most CD-Rom products, library catalogue, email and the Internet. Communication between the library and the nursing school staff is either electronic or committee representation. Internet training sessions are currently underway for nursing staff conducted by the library's electronic information team. In the near future it will be possible to link these staff to relevant CD-Rom products although it is possible now for them to access Current Contents, email and the library catalogue.

The future for the Faculty of Nursing lies in building its research profile and attracting nursing students from overseas. There are collaborative programs with local hospitals and a new Professional Chair in clinical nursing in conjunction with the Queen Elizabeth Hospital has just been announced. The Faculty has won contracts to develop and manage nursing, health and administration programs for government and private organisations in Malaysia and Indonesia. Graduate Diplomas in acute care, community health nursing, aged care, midwifery, occupational health and safety and psychiatric/mental health nursing have been running for a number of years and Masters and PhD programs are on track as well. These will be expanded and externalised for the international and local market in the near future.

Nursing in South Australia has come a long way from its first forays into the higher education sector in the late 1970s. The development of a Centre for Research into Nursing and Health Care (CRNHC) which is one of the University's centres of excellence assures the Faculty has a future in the higher education sector. Its high profile

amongst health providers makes it well placed to influence the direction of health care in South Australia in years to come.

*Judy Till* is Nursing Librarian, City Campus, University of South Australia, Adelaide, South Australia.  
email - Judy.Till@Unisa.edu.au

#### REFERENCES

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Russell, Ruth Lynette (1990) From Nightingale to now: nurse education in Australia. Sydney, Harcourt Brace Jovanovich

University of South Australia. Faculty of Nursing (1995) Annual plan. Adelaide, University of South Australia, Faculty of Nursing

#### BACK ISSUES (oh,yes!)

We have a few back issues of the Bulletin available - we go back 15 volumes after all - for a mere £2.50 each including postage and packing. Send your cheque made payable to **Libraries for Nursing** to:

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Library, Royal Army Medical College  
John Islip Street  
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Tel: 0171-414 8232  
Fax: 0171-414 8235

## AS OTHERS SEE US: THE VIEW FROM SWEDEN

### Carina Bark

Internationalization is a popular word in the university world in Sweden. Every university must have a committee and a programme for internationalization. ERASMUS and LEONARDO are well established programmes for exchange of students and lecturers within the European Community. Libraries seldom take part in this work of exchange, at least not in Sweden, as far as I know.

There is much talk about the library as the motor of the university or the heart of the university or the brains of the university. It is to be understood that the library is very important. If there were any substance in this talk the library should, as a matter of course, take part in the work of internationalization.

When the College of Nursing & Health Sciences in Eskilstuna started their work on internationalization a couple of years ago, it was natural that the library service was included. But on July 1st this year it was not natural any more.

Just like in England nursing colleges in Sweden want to be recognized as full members of the academic world. They strive to get associated or incorporated with universities. The College of Nursing & Health Sciences in Eskilstuna belonged to the County Council until the 1st of July when it became part of a university run by the State.

From that date the College Library was part of a new library organization with a new culture. In this organization they had never taken part in the work of exchange. Internationalization was merely for students and tutors. Besides there was no money for this kind of activity. I decided not to accept this. Fortunately, I still had support from the head of the former college and it was possible for me to visit one of our colleges of exchange, i.e. Buckinghamshire College of Nursing & Midwifery.

One day at the end of September I was met at Heathrow Airport by Sally Hernando, College Librarian at BCNM. Five interesting and instructive days had started.

It was with excitement I entered the nursing library at Stoke Mandeville Hospital, Aylesbury. I passed through the anti-theft gates and the alarm started. I felt at home at once. They have the same problem with their system as we have with ours, I thought. It goes off whenever it likes and you have no idea why.

The library at BCNM serves about 800 students, 100 tutors plus nursing staff. The library is divided on two sites. My university library is also on two sites but there is a great difference. The library serves all kind of study programmes, one of which is nursing. Before July 1st I was the College Librarian of The College of Nursing & Health Sciences. Now I work as contact librarian to nursing students and their tutors and so does a colleague of mine at the other site. The Department of Nursing & Health Sciences is just as big as BCNM, and also divided into two parts, both of the same size.

The first thing that surprised me was the conception of nursing libraries. We have not got them in Sweden. We have medical libraries serving mainly doctors, patients' libraries serving patients and staff mostly with fiction, college libraries for nursing students. Many hospitals have just one library for medical and nursing staff, and the patients, so called combined libraries. In this kind of library there is a great risk that most of the budget goes on purely medical literature and information resources. Nurses don't seem to be able to claim their needs or don't they have any after being trained?

Anyway, to me it was fantastic to see a library just for nurses and nursing students and to that a library with relatively generous resources.

At BCNM I found a good range of books, especially textbooks, often many copies of the same title, and about 200 journals. All of them seemed to be well used. I was told that the library issues 46,000 volumes last year. That is four times as much as our library. I asked myself why? (I know you shouldn't measure library usage in merely loans but in this case, I think, it indicates something.)

One answer, apart from generous opening hours, must be found in the method of teaching. At BCNM they use self-directed learning. At my college they talk about this method but few use it. Some universities and colleges use a method called Problem Based Learning (PBL) which is not quite the same but rather like self-directed learning. I will, however, say that most teaching is based on set books, not on reading lists. The students quite seldom get the task of finding their own literature. If they have to write a paper it will mostly be based on a set book or couple of books.

Another answer could be the language. Swedish is a language with few speakers. There are not many books published on nursing and adjacent subject fields in Swedish. English is the scientific language. Many theses by Swedish persons doing research are written in

English. Our library stock therefore includes quite a few books in English but also in Danish and Norwegian. We also keep about forty journals in English. Although many students and tutors are excellent in English, they prefer to read a book in their own language. There is a slight reluctance to use non-Swedish literature. Instead of taking an English book, the student might not take any book at all.

Yet another answer could be in the computer catalogue and the OPAC. I found BCNM's catalogue (Bookshelf) very easy to use. We have a sophisticated English system called Tinlib, which is a wonderful system for registering but worthless for searching.

The only time the students are forced to find literature by themselves is for their final paper which is meant to take about ten weeks to finish. This work starts the second year. It takes three years to become a trained nurse. (Now it sounds as if our nursing students don't use the library at all. They do but not in the same way as the students at BCNM.) The Swedish Government want independent, creative students, they say. Self-directed learning could be a solution but I am afraid it will take time to change the teaching methods. The university world is known to be conservative.

The Government also want students to be well informed about IT. Well informed students need well informed tutors and librarians. Well informed tutors need well informed librarians. Well informed librarians need a lot of time to get into the new technique and information resources. At BCNM I learnt about nursing resources on Internet. At home I have seldom time to investigate the Internet. There is always this risk of being caught in the web.

Training the students in library usage and information retrieval is not easy. Many of them are not used to libraries and/or computers. Internet is just something they have heard of on TV. At BCNM they had got about the same printed bibliographies, databases online and CDs as we have. I listened to a session of training and found it could just as well have been myself giving that lecture. My standing question to myself is: How do I make information retrieval an exciting journey into the world of knowledge? Could anyone help me?

At least the students at BCNM must learn how to find literature and to use the CDs in order to be able to continue their training. When I train our students I know that some of them might not use their new knowledge until two years later. At that time they won't have a clue how to do a literature search.

After spending my time with Sally Hernando and her staff I decided to work hard on the tutors back home. Away with set books! Give the students more freedom to find their own knowledge. The students themselves could become a problem. It is much easier to be told in advance which book you have to know instead of finding this out yourself. Surely this is a question of attitude.

One matter that struck me as very good was Sally Hernando's role at BCNM. She attended a lot of meetings concerning the curricula. It must mean a lot to the library staff who at an early stage learn in what direction the library should head. My role was similar to Sally's up to July 1st. After this date I must try to find new ways of getting the library involved.

Now, what did my visit to BCNM give me? No doubt, new good professional contacts and a very firm conviction that libraries should take part in the work of internationalization. It is stimulating and you get a push forward.

*Carina Bark* formerly College Librarian, College of Nursing & Health Sciences) is now Contact Librarian, University of Malardalen-Eskilstuna, Sweden.

## REPORT OF M25 CONSORTIUM OF UNIVERSITY LIBRARIES HEALTH DAY

23rd November 1996, St Bartholomew's Hospital

This group is a consortium of cooperating HE libraries within and around the M25 region. This day was organised to discuss some of the issues continuing to arise as nurse education finds its way in to higher education.

Maggie Haines, NHS Library Advisor, gave a talk on library services in the new NHS and developments for the future. She also gave a talk to the LfN Study Day a few days later; her talk on that occasion will be fully reported in the next issue of the Bulletin.

Charles Easman, Director of Education and Training, North Thames RHA, spoke about the NHS culture and thought partnership the key relationship, a product of negotiation from which both sides gain.

He outlined the structure of the NHS. In April 1996 there will be 8 Regional Offices of the NHSE staffed by civil servants giving a great potential for centralisation. Health service management has a great need for information particularly for the development side of R & D. The health service also a place of considerable tribalism - he likened it to Bosnia. In light of this, multidisciplinary may be good in theory but will be difficult to put into practice.

Below (page 15) is a chart showing structure of levies which will be basis for funding from April 1996.

The management structure, where managers are judged on results and balancing the books year on year does not encourage long term planning; they are financial managers and so need to be spoken to in such terms.

Lois Crooke, Head of the Wolfson School of Health Science at TVU, gave a University view. TVU took all its nursing libraries off the NHS sites and put them on three floors of a 14 storey tower block. She talked about the University's mission to produce capable and confident students. Learning in the future will be more technology based and must become more innovative, participatory and involving for students. She re-emphasised the view that the NHS has responsibility to provide services for trained staff and that Trusts should not expect funding from Universities in return for providing clinical placements.

| Levy          | Non medical education and training                                               | Post-grad medical and Dental                     | Service Increment for teaching            | R & D                        |
|---------------|----------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------|------------------------------|
| Staff         | Nurses, midwives                                                                 | Doctors in hospitals and dentists                | Medical and dental u/g                    | All groups                   |
| Budget holder | Regional Office, educational consortia                                           | Deans of PGM through regional office             | Med schools, NHS Trusts, Regional Offices | NHS trusts, regional offices |
| Libraries     | HE through NHS contracts, need for NHS library access during clinical placements | Post grad medical or multidisciplinary libraries | Post grad med and Med School Libraries    | NHS/NEI Libraries            |

Dennis Heathcote, Head of Library and Media Services at Greenwich University, gave a personal view. He talked about the Greenwich situation. Although some sites had closed, staffing had been enhanced elsewhere, stock had been increased as had the range of periodicals and there has been a dramatic increase in ILLs. He thought that the access issue had been exaggerated. In many ways his experiences had been similar to that of other university librarians faced with integrating many small nursing libraries.

Veronica Fraser is Professional Advisor at the LA on Special (including health) Libraries, spoke as a 'non combatant'. The issues are to do with a clash of cultures, there is a need for a 'mature collaborative relationship', and an 'equitable access to services'. As contracts and service level agreements come on-line, experiences should be shared. There have been some employment issues where staff have transferred to find themselves under-valued and under-used. Veronica is often called upon to give advice but is conscious that she is only called in where there are problems and when it may be too late to help.

The meeting ended with a panel discussion and was generally considered a very useful day. It was organised by Liz Fairclough (South Bank University) and Sean Farrelly (Thames Valley University) and part financed by Tomlinsons Book Service, who also mounted a book display.

## INNER LONDON CONSORTIUM LIBRARY PROJECT REPORT

This Report provides members of educational consortia looking at Library services for trained nurses, midwives, health visitors and professions allied to medicine, with a working model.

The relationship between the NHS and higher education sector is central to a wide range of educational and other issues including research and development, interaction between electronic networks, and libraries.

Nurse education's transfer into the university sector is now almost complete but the issues arising from integrating healthcare training colleges into higher education have been, and still are, complex and challenging. On the NHS side the creation of education consortia, whose major functions are workforce planning and commissioning education direct from education providers, is equally challenging as these newly formed bodies grapple within a competitive culture to collaborate for mutual benefit.

One of North Thames Region's pioneering consortia, Inner London Consortium (ILC), is a complex body which includes NHS Trusts with teaching hospital university connections, community based Trusts and general hospital acute Trusts. 12,000 trained nurses, midwives, health visitors and PAMs are employed across the consortium, all of whom require access to and provision of appropriate library and information services.

Following a report on the issues, consortium members gave their support to a major library project and appointed a project implementation officer. The ILC, working with the Region's Library & Information Unit and Librarians, have taken the opportunity provided by the changes in the education of health care professionals to begin the process of moving medical libraries to a multidisciplinary base. Discussions have also taken place between the University and NHS Networks and there is a partnership being forged.

The ILC Library Project Report succinctly sets the scene and discusses how this unique collaborative project evolved. Most importantly the main text is supplemented by key supporting papers from the project. These include: the strategic framework for Library and Information Services across North Thames; the Rationalisation of Nursing Libraries Action Plan; the Access Policy; the Collection Development Policy; the Inter Library Loans project proposal; the

Library service provision schedule; expenditure details, and an outline of the evaluation work that is being undertaken.

Further information can be obtained from: Susan Fairlamb, North Thames Library and Information Unit, 33 Millman Street, London WC1N 3EJ (tel.0171-405 5667; fax 0171-405 5668; e-mail -sfairlamb@bpmf.ak.uk).

## MEANWHILE, ON THE INTERNET..

### Academic Journal Directory.

This is provided on-line as a service to the nursing and professional health care community.

The Directory contains listings for 380 professional academic journals in clinical nursing, nursing education, nursing research and related health care fields. A typical entry contains the full name of the journal, its publisher, its frequency of publication, its intended readership, the types of manuscripts it reviews, and a statement of purpose and/or general submission guidelines for prospective authors. A contact address for each journal is included as well.

The Academic Journal Directory is published at regular intervals by the Center for Nursing Research at the University of Texas School of Nursing at Galveston.

URL <http://son.utmb.edu.catalog/catalog/htm>

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## NEWS FROM THE ROYAL COLLEGE OF NURSING

### RCN Information in Nursing group - an introduction

**Franca Mongiardi**

#### Mission

To provide a resource for RCN members about the collection, analysis, interpretation and use of information and its integration into daily nursing activity.

#### Background

There has been a group of RCN members with an interest in information for several years. The RCN Information and Technology SIG was relaunched in January 1994 as the IN Group (Information in Nursing). In January 1995 the RCN Council granted it membership group status. A part-time Nurse Adviser on Information in Nursing was appointed in January 1995.

The RCN is represented on SAGNIS and the Professional Nursing Information Group (PNIG). Internationally it is represented on the Nursing Working Group of the European Federation of Medical Informatics. There is a need for RCN members to play a much wider role in influencing the development and implementation of the NHS Executive's Information Management and Technology Strategy which includes the Nursing Terms Project and the Clinical Workstation.

#### Current membership characteristics

Members come from a variety of backgrounds: clinical nurses from hospital and community settings, nurse teachers, researchers and managers. Some members are completing academic courses in informatics or are running such courses.

#### Membership criteria

The IN Group is open to any RCN member with an interest in information, its use and the application of information technology in its many forms. The IN Group believes it should seek a short, intensive life to promote the involvement of all RCN members in the development and use of information, particularly within the NHS. This would entail links with all the other membership groups within the College rather than remaining a small elite group.

#### Client Group

The IN Group sees nurses, midwives and health visitors as its focus rather than any specific patient or staff group.

#### Strategy

1. To foster links with all the other membership and special interest groups within the College in order to raise awareness of the developing need to utilise information and the associated technology to support nursing.

2. To set up networks (including by electronic means) of and for RCN members to exchange information.

3. To compile electronic data-bases on the methods and tools available for the collection and analysis of data and the dissemination of information, particularly for use by clinical nurses.

4. To provide simple introductions and briefing sheets about information and the technology to facilitate its use and dissemination particularly among clinical nurses.

### The work of the Daphne Heald Research Unit at the RCN

**Barbara Wade**

The Daphne Heald Research Unit is now part of the Institute of the RCN, participating in curriculum development and in teaching research methods/statistics. Sociology students on placement in the unit from the Middlesex University have gained excellent degree results and members of staff are encouraged to register for higher degrees with joint supervision from the director of the Unit. Five ex members of staff have now gained a doctorate and another member of staff will be submitting within the next 12 months. The Unit is now recognised by the ESRC.

The Unit provides a resource for staff and the membership of the Royal College of Nursing and is currently collaborating with membership groups both with a view to identifying areas for research, disseminating the findings from current projects and conducting workshops and facilitating specialist nurses in the conduct of multi-centre studies. Research staff are frequently consulted by members who wish to undertake small investigations or to evaluate their practice.

#### Completed Work

Several projects conducted within the Unit are now complete. These projects were funded by a variety of charitable trusts including

AVERT and the Wolfson Foundation. They were largely concerned with specialist areas of nursing and were primarily patient-focused. They include:

1. A longitudinal evaluation of the work of clinical nurse specialists in stoma care, carried out in 20 health districts and involving almost 300 patients.
2. A study of the health care needs of a sample of 90 people with sickle cell trait/disease/
3. A study of 171 adolescents with diabetes which was also designed to examine the impact of specialist nursing care.
4. A study to examine the impact of early discharge after surgery on a sample of 234 patients, on their carers, on general practitioners and on the community nursing service.
5. A study to identify important issues in the delivery of nursing care, treatment procedures and delivery of medication to people with HIV and AIDS.
6. A documentation review for the Clinical Standards Advisory Group's Committee on the Care of the Elderly.
7. A review of the people centred issues relating to cardiovascular disease.
8. a) a longitudinal study of the impact of legislative and organisational change on the functioning and the morale of the community nursing workforce in four first wave trusts with responsibility for community care.  
b) the management response to organisational change.

One further study, linked to the one described above, is nearing completion. This was designed to monitor over a three year period:

9. The health status, functional ability and care received by a random sample of 800 people aged 75 and over: their satisfaction with the services provided and suggestions for improvement.

Other current work includes:

10. A literature review of policy developments in the NHS and their implications for inter-professional collaboration.
11. A DoH funded study to promote multidisciplinary audit in primary health care which is user focused and based on the health needs of practice populations.
12. 'Five Years On': a replication of the study described in 9 (above), funded by the Joseph Rowntree Foundation. This is designed to compare levels of care consumer satisfaction and the extent to which care is being tailored to the expressed needs of consumers and their carers with the care provided to a comparable sample in 1991.

13. 'The Hazards of Nursing': unit staff are facilitating a study carried out by David Gollanz to investigate accidental injuries sustained by nurses.

14. The Unit is also facilitating a multicentre study being carried out by stoma care nurses. The study has been designed to evaluate the home visiting service.

If you would like further information about the work of DHRU, please contact Dr B. Wade at the RCN HQ: 20 Cavendish Square, London W1M 0AB (tel.0171-409 3333).

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