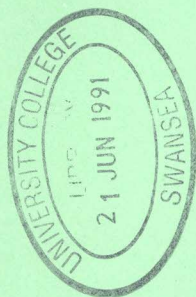


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Vol. 11, No. 2,

SUMMER 1991



The journal of the
NURSING INFORMATION SUBGROUP
Library Association Medical, Health
& Welfare Libraries Group

CURRENT ISSUE

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N.I.S. NEWSLETTER

SUMMER 1991

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Please send copy for the next issue to the Editor.

Committee 1991

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Subscriptions

The NIS Newsletter is published quarterly by the Nursing Information Subgroup of the Medical, Health and Welfare Libraries Group. ISSN 0263-4945. Subscriptions run from January-December and cost £7.50. A reduced subscription is available for students at £5.00. Please send enquiries about non-delivery or address changes to the membership secretary.

Advertising

To advertise in the Newsletter please contact the editor. £50.00 for a full page or insert; £25.00 for a half page, and £75.00 for a double page spread.

Contributions

Contributions to the newsletter are always welcome. Please send articles or short news items to the Newsletter Editor Debra Unsworth. Copy dates: 17 August 1991; 17 November 1991, 17 February 1992, 17 May 1992.

Chairwoman's notes

My first set of chairwoman's notes mentioned the PREPP report¹ and the major implications it heralded for library and information services. Since then the committee has been very busy responding to the report on your behalf. The response will be published in the next issue of the newsletter. After consultation with the Library Association, the final document was officially authorised, and subsequently sent to the UKCC to meet the closing date of 1 May 1991. We now wait to hear in what form PREPP will appear and when / it will take effect.

If you haven't managed to read the PREPP report itself or the summary report published by the ENB² I do urge you to try and obtain copies. It is important that every librarian providing a service to nurses should be conversant with the main points of the report and be aware of the consequences for library and information service provision. That way you will be in an in-

formed position to advise key personnel in your organisation of the resource implications that implementing PREPP will have for libraries.

Bearing this in mind you cannot say that the theme of our next study day - **New paths to learning** - is anything but apposite and timely. The Study Day, to be held on June 26 at the RCN, will look at new developments in teaching practice and the implications of these for librarians, the services they provide, and how they provide them. It should provide a useful foundation in helping to shape our thoughts and ideas with PREPP in mind, but also prove relevant for P2000 training. See you at the RCN!

1. UKCC. The report of the Post-Registration Education and Practice Report. UKCC, 1990.
2. ENB. Framework for continuing education and training for nurses, midwives and health visitors. Summary report for educationalists. ENB 1990.

Membership and subscription news

Thanks to those who have resubscribed early for 1991: this helps keep our costs down, and our income healthy.

If you have **NOT** subscribed for 1991 - then this could be your LAST Newsletter! Please send completed resubscription notices (sent out with the last issue) and your cheques for £7.50 to the Membership Secretary as soon as possible, or you will expire!

Please make cheques payable to: LA: MHWLG NURSING INFORMATION

SUBGROUP and send them to the Membership Secretary: **Mr Robin Snowball, Cairns Library, Radcliffe Infirmary, Oxford, OX2 9BW.**

Membership runs for the calendar year. We have kept subscriptions as low as we can but if large numbers pay late or not at all we may have problems.

Do contact me if you have any difficulty, if your address or other personal details change, or if you have any ideas on increasing our membership!

The role of sociology in the nursing curriculum

R Rundle, Lecturer, Institute of Advanced Nursing Education

The context of nursing is changing and the demands made upon nurses are increasing. Students of nursing may well feel that their schools and colleges are insisting that they learn more and more about an increasing number of subjects all of which have relevance to the health and illness of individuals and communities.

Sociology is just one of the disciplines claiming the time and attention of today's nursing students. Compared with most other new subjects it involves a break away from the traditional preparation for nursing which was based on studies that focussed on a detailed study of the human body and on clinical or procedural aspects of patient care. Many nursing students may therefore ask 'why do we need sociology?' The answer lies in the distinctive alternative view that the subject offers. Its focus is not on the individual person: it is on the two-way relationship between the individual and society. Sociology as applied to nursing is concerned specifically with those aspects of the relationship which affect and influence the experiences of health and illness in individuals, and in the response that these experiences provoke in others.

Human beings are social animals, and need to feel accepted in the family and the community at large. From the moment of our birth until the time of our death we are members of a particular culture from which we learn language, a moral code and beliefs, and a way of interpreting and understanding the

wider society. These influences help to shape individuals into the kind of person they will become, and will affect the ways in which they behave and react. Health care is not provided in a social vacuum, and the subject matter of sociology provides an insight into the social settings of patients and into the social causes of disease and ill-health. The ways in which a society deals with the major events of birth, illness and death are central to the beliefs and practices of that society, and bear a close relationship to its other major social, economic and cultural institutions.

In order to be successful in providing health care in a range of groups and settings, nurses need an understanding of the beliefs and practices associated with health and healing as well as the social processes underlying them. The traditional, or biomedical model, which reduces illness to a biological abnormality within the body, has failed to find the cause, or to provide an explanation, of a large number of conditions. It is now generally accepted that there are many aspects of human functioning that fall outside its analysis and methods of diagnosis. Sociology seeks to redress the balance by describing various ways in which the social world relates to illness, and by examining how socially determined factors such as marital status, social class and family life influence the pattern of morbidity and mortality. Traditional nursing knowledge, based on the biomedical model of what constitutes mental or physical

illness, is not necessarily shared by the people that nurses seek to serve, and this absence of shared meanings and perceptions may frustrate many nursing interventions. As professionals nurses need to be seen as effective in fulfilling their duties and responsibilities in the social situations in which they practise their profession. In order to respond appropriately it is therefore necessary for them to have as much information as possible about the various factors affecting each patient's situation. As an understanding of sociology is fundamental to a deeper understanding of society, it forms an important basis for the development of professional knowledge.

Many students see sociology as taking as its subject matter topics with which they are already familiar. But the statements made by sociologists differ from 'commonsense' knowledge because they are subjected to more rigorous testing and critical evaluation. In this way sociology challenges taken-for-granted assumptions through research-based knowledge which is constantly being added to and updated. Among the issues that are especially relevant to nurses are those that add to an understanding of the social context of health and disease. An in-depth study of the variety and complexity of family life, for example, may be a means of sensitising nursing students to facts and issues well beyond any commonsense view and thus enable them to provide patients and carers with the practical and emotional support that they so often need in times of illness or bereavement.

Another important reason for including sociology in the nursing curriculum is its emphasis on health, or normality, as a starting point for study, rather than ill-health and disease. The approach of this social model of health is to emphasise the promotion of health, rehabilitation and the social management of illness, rather than the biological and institutional aspects of the medical model. It also provides a framework for and analysis of how social processes operate in defining illness, in understanding the causes of illness, or in interpreting the organizational structures within the health care system.

Sociological analysis has also made a major contribution to exposing inequalities in health care provision. Lower social class is seen, for example, to be a characteristic of people who are at greater risk of becoming ill. It is not seen as being a cause of ill-health, and by illuminating the characteristics that constitute our complex social class system the real causes of inequality in health can be better understood. This kind of social knowledge is important as it will assist professional nurses to seek explanations for such inequalities, and to make a contribution to their reduction by adopting positive, problem-solving approaches when considering the problems faced by disadvantaged patients and clients.

Central to a sociological understanding is the idea that all human actions are socially constructed. Old age is an example of one such category defined by society. The importance of the concept of social construction is shown by the way in which being placed in such category

can impinge on the quality of life for the elderly. Other social categories include the homeless, the unemployed, some minority groups and the disabled, all of whom may face prejudice when trying to improve their health status, or when seeking medical care.

Without sociological theory providing particular sociological perspectives, it is almost impossible for nurses to comprehend the basis and assumptions of much important research into health care. A study of sociology is therefore essential for the student to develop a disciplined and systematic approach to reading, criticising and practising research. It will provide them with a range of perspectives and approaches to choose from, as well as an ability to use a variety of methods and techniques. The subject thus encourages the student to ask different kinds of questions and to examine data from a more fruitful perspective.

For all these reasons it is therefore now widely accepted that sociology is

an important part of the preparation of future nurses. The relevance of the theories and concepts developed by sociologists are acknowledged as illuminating aspects of human experience in both health and sickness, and the methods used in exploring and explaining group behaviour are seen as necessary for broadening the students' basic understanding of the social context of health and disease, and of the social determinants underlying nursing and medical practice.

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Book reviews

Insights from sociology

Open Learning for Nurses (Behavioural Sciences Series). Continuing Nurse Education Programme 1991. ISBN 0 948910 12 7. Price £20.00.

Available from Continuing Nurse Education Programme, Barnet College, Russell Lane, Whetstone, London N20 0AX.

This book is written primarily for the newcomer to sociology who is pursuing a career in nursing. It offers a brief introductory overview of certain of the approaches within the subject, and includes a number of short accounts of ways in which sociologists have studied society. The language and style are simple, straightforward and refreshingly free from jargon.

Central among the themes considered are those of relevance to an understanding of the social context of health care. The first section, on the family and caring, explores social and economic factors which influence family life, and examines the function provided by the family in modern Britain. This leads neatly into the second section, in which the role of women and health care are considered, women being presented as the main providers of care both in the hospital and in the home setting. Section three briefly considers the part played by organisations and bureaucracies in health care provision. This is followed by a chapter showing the effects of powerful groups on health care, and the ways in which the power that doctors have derived from medical science has en-

abled them to extend their influence into areas of living not previously touched by medicine. Section five looks at illness behaviour and explores the different factors that people take into account before seeking help from lay or professional groups. The relationships between patients and health professionals are considered, and this theme is carried on into the final section with a closer look both at individual patient care and at nursing in the wider sense of team work and management.

While clearly and economically written, the book is not without its limitations and omissions. These are to some extent inevitable in an introductory text, but entire topics important to an understanding of the social context of health care have been omitted. Examples include social class, ethnicity, poverty, and unemployment, all of which have been shown to be significant factors in both the provision and the uptake of health care, affecting people's health and their chances of recovery. Furthermore, although the authors have fastened upon ideas which have particular relevance to nursing today, and which students will therefore be obliged to confront, I have reservations in respect of the somewhat cursory treatment which these ideas are accorded. The authors succeed in making the reader pause to think about central issues, and indeed specific encouragement to do so is provided in the shape of blank spaces in which personal responses may be entered, but the risk remains that the somewhat oversimplified approach will lead to a false impression of the complexity of the subject, and give the

student no inkling of the extent to which further investigation is required.

These reservations notwithstanding, the book offers a usefully succinct and straightforward introduction to basic themes in this important area of overlap between nursing and sociology.

Reviewed by **R Rundle**, Institute of Advanced Nursing Education.

Bibliography of nursing quality assurance and standards of care 1932-1987

Kitson A & Harvey G. Harrow: Scutari, 1991 ISBN 1871364469. Price £24.95

This book is divided into four sections — background and general theory, nursing philosophy, quality assurance tools, and manpower (should this be human resources?)

In each section references are listed in chronological order of publication but this does not reflect the subject matter which is jumbled within the sections. Each reference is followed by an indicative abstract so the interested reader would still have to look up the original to find the results. There are nearly 500 such references followed by abstracts.

A major disadvantage of this book is that it already lacks developments after 1987 of great importance following the restructuring of the NHS. There are no references to newer concepts such as nursing audit or QUALY or the influential health economics value for money area.

Abstracts and references for more recent material would be found in databases such as Medline and many libraries have this on CD-ROM. This book is really a chronological card index printed out and with modern technology is an outdated concept. It would have been more useful to produce informative and evaluative reviews on various quality assurance topics followed by references and including recent ideas.

There is no subject index making the book difficult to use for reference.

This book may be of interest to the historian but the price of £24.95 is high and would seem to be aimed at the library market.

Reviewed by **Paul Moorbatch**, Senior Librarian, St Bartholomew's College of Nursing & Midwifery, London.

Behavioural sciences for nurses: towards Project 2000

Evryl E Fisher. Duckworth, London, £19.95. 662 pages, illustrated.

In spite of its catch-all title and a jacket that promises to deliver everything a P2000 student would hope for from an academic textbook, 'a comprehensive summary of the main findings in the behavioural sciences', this ill-conceived text does nothing of the kind.

Evryl Fisher's voluminous textbook is now on bookshop shelves and it concerns me to think a student, new to the behavioural sciences and not well-placed to discriminate between one text and another, might be tempted

into seeing this book as the answer to all social science enquiries.

Not only will they be disappointed by the lack of scope, but they would be seriously misled if they were to believe that the values and attitudes conveyed by the author were in any way in keeping with current nursing practice, or indeed social policy. Her views on issues such as homosexuality, AIDS and working women suggest a bigotry more normally associated with popular thinking of thirty years ago.

Current social issues which are critical to the promotion of good health and to an understanding of the social context of poor health, issues of race and gender, poverty, homelessness and unemployment are virtually ignored.

Reviewed by **Charlotte Allen**, BA MA. P2000 nursing student, Leeds College of Nursing and Midwifery.

Even her approach to psychology, the only discipline she covers at all comprehensively is structurally confusing and academically flawed, with personal assertions that are difficult to justify.

I hope that anyone in a position to influence student reading or library purchases will think carefully before recommending this indefensible and potentially damaging book. I would go further and suggest that responsible tutors and librarians will steer their students well away.

LIBRARY ASSOCIATION, MEDICAL, HEALTH AND WELFARE LIBRARIES GROUP

Nursing Information Sub-Group

Income and expenditure for the year ended - 31st December 1990

<u>Income</u>	1989	1990	<u>Expenditure</u>	1989	1990
Mailing list subscriptions	771.04	840.00	Newsletter	407.98	373.58
Spring study day	210.00	1065.00	Spring study day	128.80	431.14
Autumn study day	240.00	360.00	Autumn study day	606.10	43.13
Newsletter advertising	150.00	0.00			
VAT recovery	79.50	28.99	Committee expenses	262.60	328.60
VAT	22.50		VAT	107.28	74.51
Interest on deposit account	43.76	43.98	Bank charges	12.83	0.00
Miscellaneous	-	122.03	Miscellaneous	83.46	212.75
			Cardbox software	-	350.00
Deficit for year	92.25	-		-	<u>1813.71</u>
<u>TOTALS</u>	<u>1609.05</u>	<u>2460.00</u>	Surplus for year	-	646.29
				<u>1609.05</u>	<u>2460.00</u>

Balance sheet

Brought forward	788.30	696.05	Current account	300.00	300.00
Deficit	- 92.25	0.00			
Surplus	0.00	646.29	Unpresented cheques	- 690.58	0.00
			Deposit account	1086.63	1042.34
<u>TOTALS</u>	<u>696.05</u>	<u>1342.34</u>		<u>696.05</u>	<u>1342.34</u>

Hon treasurer

Paul Moorhead

Hon auditor

J. G. Walton

The role of the librarian in curriculum development in nursing

An extract from the Study Day booklet by Stella Pendleton.

This is an area for discussion during the rest of the study day (and beyond). But as a lead into this key area you might like to mull over the following quotations relating to Project 2000, and ask yourselves this question: "What are the implications of these statements for the role of the librarian?"

- 1 The Common Foundation Programme should "provide opportunities for students to develop their intellectual abilities, self-awareness and self-direction" (ENB 1989b, p8).
- 2 The Common Foundation Programme should "enable students to acquire the ability at registration to take responsibility for their own continued professional development" (ENB 1989, p8).
- 3 Collaborative links provide opportunities for students to carry out "investigative project work" (ENB 1989b, p41).
- 4 Collaborative links between Colleges of Nursing and Midwifery and institutions of higher education mean that teachers
 - a) will be expected to "demonstrate academic scholarship"
 - b) will adopt a "research based approach to teaching"

"Following up" on P2000: the need for further library involvement

Tony Shepherd

The study day held in London during 1990 was thought to be most successful in that it allowed colleagues to hear from practitioners already involved in implementing the P2000 scheme as well as providing an opportunity for informal discussions amongst the participants.

The question is "what should be done next by way of follow up?" Here are some suggestions which are aimed to encourage further debate, but what the NISG Committee requires from our membership is a good response leading to positive action from all those involved in nursing education, i.e. please write to the 'Newsletter' and keep us informed of your involvement.

Some suggestions

- 1 Ensure that the 'summary of findings' section of the "Resourcing Project 2000" report are circulated within your institution, and seek to get discussions continued on the main themes in that report.
- 2 Undertake a short comparison between the library in your college and the 'recommendations' highlighted in the Report and in the COPHE document.
- 3 We should seek to get a sum earmarked as a budget 'bid' for next year's estimates so as to ensure more appropriate funding and staffing.

- 4 Have a 'shopping list' of needs ready for any last minute expenditure at the end of the financial year.
- 5 We should offer to attend a future curriculum development/planning group meeting to discuss the role of the library in supporting P 2000.
- 6 Attend appropriate training workshops/courses and planning meetings on curriculum issues. The P 2000 survey found that librarians are not good at attending these. Even if this means closing the library! By becoming a part of the curriculum development process, the library will benefit and thus, so will your users.
- 7 Attend NISG study days on these developments and contribute, from increased reading and active involvement, to the 'Newsletter' as well as to local library activities.
- 8 Please let the Editor have your comments, ideas and reports on local initiatives.

Nursing Library Budgets: the second tranche of P2K courses

One committee member has heard from an impeccable source that very few institutions within the P 2000 second tranche actually entered bids for additional monies for their libraries! Why was this?

- * Were bids from librarians rejected by college principals?
- * Did librarians actually request college principals to enter a bid?
- * Did higher authorities outside of the colleges refuse to accept bids for library developments within this tranche?

- * Do people think that nursing libraries can support the new curriculum without additional funding?

If members have any information concerning this situation or about the more recent round of budget requests for the third tranche etc, the NISG Committee would like to hear about this. Please contact Christine Hardaker, the NISG Chairperson, in complete confidence, with any relevant information.

Research study of ENB pilot schemes

In September 1989, Sheila Collins completed a three year research study of the process of implementing change in the nursing curriculum in the ENB Pilot Schemes. In occasional paper - Nursing Times vol 86, 31, 30 - 33 August 1990 - Dr Collins highlights the fundamental issues that arose with particular relevance for Project 2000 courses, e.g. the need for a new organisational framework, with equal partnership between participating in-

stitutions preparing for change. The curriculum context, the unique social milieu, where plans are implemented is the crucial factor in the process of implementing change. Her unpublished doctoral thesis, Curriculum innovation in response to 'The Future pattern of Basis General Student Nurse Training/Education' is now in the library at the ENB, and at the University of Surrey.

Project 2000 is to get £71 million in 1991/2. This is more than double the 1990/1 allocation. It is expected that it will be possible to start 14 new Project

2000 schemes which would mean that by the end of 1991/2 over half the colleges of nursing in England had been approved for Project 2000.

Project 2000 funding

Educational recording agency (ERA)

Colleges of Nursing are now eligible to apply for a licence for the off-air recording of broadcast and cable programmes for educational purposes. The exceptions to this agreement are Open University and Open College programmes.

For the purposes of the ERA licence, Colleges of Nursing are designated establishments of Further Education and the licence fee is calculated at 50p per student (full-time equivalent).

Recordings for educational purposes can be made by teaching staff at home. Libraries which make copies of recordings for loan purposes will be covered under the terms of an ERA licence.

Further details from:- The Educational Recording Agency Ltd, 33-34 Alfred Place, London, WC1E 7DP. Tel 071 255 2034.

Anglia Higher Education College

We have just commenced a research study into the information needs and information seeking behaviour of nurses with the aid of a small grant from the British Library Research and Development Department.

If any readers would be interested in contributing to this study or simply of being kept informed of its progress they should contact me at the address below.

We would be interested to hear from librarians working with nurses or students of librarianship who may have carried out similar projects, however limited.

Maurice Wakeham, Faculty Librarian: Health, Nursing & Social Work, Anglia Higher Education Centre, Sawyers Hall Lane, Brentwood, Essex CM15 9BT.

Although our study aims to look more widely than simply at library use we would be interested to hear the subjective views of librarians on how they perceive nurses using their services and the problems they may have. We would also be pleased to make contact with librarians who might be interested in helping to distribute (and retrieve!) questionnaires.

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