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The journal of the
NURSING INFORMATION SUBGROUP

Library Association
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or short items to the Newsletter Editor,
Debra Unsworth.

Copy dates: 17 February 1992, 17 May
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1992.

CHAIRMAN'S NOTES

ENB "LINKS"

During the last few months, a number of
developments have occurred which build
upon the "links" between the ENB and
librarians involved in nursing informa-
tion. There has been an ENB/RLG liaison
group established for some years and the
NIS became involved in this with a repre-
sentative attending during the last couple
of years (plus, I attended as an observer,
wearing my RCN hat). This liaison group
has had a fresh start this year – spurred on
by the active interest of Professor Jean
Hooper, Chair of the ENB, following her
visit to the NIS Study Day last December.

A new "structure" for liaison has been
implemented as a pilot scheme, as fol-
lows:

- (i) *at the "grass roots"*: a representa-
tive Regional Librarian will be in-
vited to attend the established ENB
local office meetings to discuss li-
brary issues, on a bi-annual basis;
- (ii) *national level*: "feedback" from
these local meetings will be col-
lated and discussed (along with
other topics) by "senior representa-
tive librarians and directors" (1) at
an annual meeting. An annual re-
port on the key issues will be pre-
sented to the Board.
- (iii) *A letter to All Teacher Course Lead-
ers* (2) dated 13 September 1991,
from Margaret Thwaites (Profes-
sional Adviser on Teacher Educa-
tion and Training at the ENB), re-
fers to the NIS/RCN's 2Resourcing
Project 2000" document. It includes
the conclusions and recommenda-
tions from our report and draws
attention to recommendations 1-4.

The NIS would be very interested
in hearing how this letter has been
received – and how you use it to
discuss curriculum concerns in your
situation.

- (iv) *The ENB Circular: 1992/09/RLV*,
March 1992 (3). This offers addi-
tional guidelines for the develop-
ment of pre-registration courses,
and it is addressed to all involved
and with the main recipients being
Principals, "for action". Under the
section "Teaching and Learning",
section 5.1 (pg 5), it states:

A student centred learning approach
should be favoured and there should
be space in a student's timetable to
facilitate this. Attention needs to be
paid to ensure that adequate re-
sources, eg library and information
technology, are available to sup-
port this approach for the large num-
bers of students involved.

UK wide interaction

There does seem to be an increasing in-
terest and concern in our area of library
and information services. In Scotland,
the well established liaison between nurs-
ing librarians and the Scottish National
Board is well known and valued and the
long established professional librarians'
role no doubt has been fostered by this
liaison with the SNB.

The grapevine is humming with news
of ever-growing links in N Ireland and
Wales, so it is clear that new opportuni-
ties are being established within the
Boards' activities. We should continue to
develop our contributions both individu-
ally and as a national group. If, for exam-
ple, there is no Regional Librarian to
represent nursing at a local ENB office

meeting, then a representative "nursing librarian" should be found, briefed and made available to attend such a meeting. Our users and future users depend upon our participating this year in any opportunity for professional input into the thinking of the National Boards.

REFERENCES

- (1) ENB (1992) A position paper - National Health Service Regional Librarians/ENB liaison etc. London: ENB paper: ENB(92) 69: (22nd meeting)

- (2) CNA and ENB (1992) Additional guidelines for the ENB (1991) Library and Information Services =. A letter from M A Thwaites to all teacher course leaders: 13th September 1991. London: ENB

- (3) Development of pre-registration nursing courses leading to parts 12-15 of the professional register and the DIPHE. London: ENB (ENB Circular 1992/09/RLU) - March 1992

Nursing librarians' perceptions of their users

Maurice Wakeham, Faculty Librarian: Health and Social Work, Anglia Polytechnic

The Information Seeking Behaviour of Nurses Project was a small scale research project which investigated the kinds of information sought by nurses and where they obtained it from, with particular reference to their use of libraries. The study was centred around the nursing libraries associated with Anglia Polytechnic. Our original intention had been to study nurses at several sites across the country. To this end nurses and nursing librarians were invited to contact us with a view to distributing and retrieving questionnaires. We decided that the practicalities and scale of such an exercise would defeat us given the time and resources available and decided not to proceed. However, it was decided to take advantage of the interest generated among nursing librarians and to carry out a small companion exercise. The purpose of this was to try to find out about nursing librarians' perceptions of the information seeking behaviour of nurses. Questionnaires were distributed to those librarians that contacted us and at a Nursing Information Subgroup Study Day held at the RCN on 24 June 1991. Some librarians photocopied the questions and distributed them to their colleagues.

A total of 56 questionnaires were returned, from all parts of the United Kingdom. Forty six per cent of respondents described themselves as working in nurs-

ing libraries, 38% were multidisciplinary, 5% midwifery and 11% came from various specialist, medical or academic libraries.

Question 1 asked respondents for what purposes they thought nurses were most likely to be seeking information. They were also asked to indicate whether information was sought 'often' (at least once a week), 'sometimes' (about once a month), 'rarely' (once or twice a year) or 'never'.

The overwhelming reason for which librarians perceived nurses seeking information was to do coursework. 92.5% of respondents thought that nurses 'often' sought such information. Patient or client care and preparation for a course or job interview were the next most frequent reasons. Information was thought to be sought 'often' by about 40% of nurses for both these reasons. 36.6% were thought 'often' to be undertaking research but only around 9% were thought 'often' to be looking out of personal interest. The librarians did perceive personal interest as the most likely reason why information might be sought 'sometimes'.

The second question asked "Which other sources of information are you most aware of using?" implying sources other than the respondent's library. Librarians perceived nurses as most often using teaching and lecturing staff as an information source (63%) closely fol-

lowed by nursing colleagues (55%). The nurses' own magazines and journals were perceived as being used 'often' 23% of the time but they were thought to be the source most often used 'sometimes'. Other health professionals were the group thought to be least used 'often' but were the second most popular source 'sometimes' used. 'Other' sources most suggested were the RCN, other libraries (mainly of voluntary or professional organisations), company literature, newspapers and radio.

Question 3 asked the librarians how nurses found information on their visits to the library. The most likely strategy was thought to entail asking the librarian, followed by browsing the shelves. Use of catalogues and printed indexes was also quite common. CD systems are used least, probably because they are still relatively expensive and smaller nursing or medical libraries do not possess them. The 'other' aids to finding things in the library were teaching staff, colleagues or peers and various locally produced indexes and current awareness systems.

The most popular sources of information used in the library (Question 4) were books and journals, used practically all the time. There was some demand for statistics but relatively little for videos. The most popular sources written in were tape/slide sets and other audiovisual materials, current awareness files and official reports.

What do the nurses say?

It may be interesting to compare what nurses and students surveyed by the Information Seeking Behaviour of Nurses Project say about how often they seek information on particular subjects com-

pared with the perceptions of librarians. What follows needs to be treated with care. Most of the nurses and students surveyed came from five Health Districts served by nursing libraries. The questions were worded slightly differently which may result in different interpretations. There is no guarantee that what nurses say they do is any more an accurate reflection of the truth than what librarians say they perceive them as doing).

Generally the librarians seem to overestimate the extent to which nurses seek information regarding coursework and preparing for course and job interviews and underestimate the extent to which nurses seek information for personal interest.

When considering other sources of information the librarians seem to overestimate the importance of teaching and lecturing staff and considerably underestimate the significance of nurses' own journal collections. Nurses are in fact far more likely to use such collections or talk to their colleagues rather than teaching staff.

Nurses and librarians are in broad agreement that the main source of information in the library is the librarian, with a browse around the shelves being the second most likely source.

The nursing questionnaire indicated that books were more in demand than journals whereas the librarians thought they were used equally. The librarians seem to set more store by audiovisual materials than do the nurses.

Librarians would seem to place more emphasis on nurses as students. This may be because nurses are more likely to seek help from the librarian when doing coursework. They may view information

that is useful to the nurse. Librarians should keep in mind that nurses have work related needs for information that go beyond those required for coursework. How, or whether, the library should respond to those needs is a question still open for discussion.

they are seeking for personal interest as less urgent or it may be less focused and therefore more difficult to pose specific queries about. It may be that libraries are unable to provide the kinds of information nurses need in relation to their personal or career development in a form

A survey of books on Project 2000 reading lists

Paul Moorbatch, Senior Librarian, St. Bartholomew's College of Nursing & Midwifery

Introduction

As Project 2000 gives emphasis to subjects that were not much studied under old regulations, there is a need for new books to be added to the library stock of the new Project 2000 college of nursing. There are book lists published by book sellers, such as Haigh and Hochland Books for Project 2000 and the Holt Jackson bibliography in four parts. However, there have been no surveys of Project 2000 colleges to find which books are actually included in their book lists.

The present survey includes the results of a questionnaire sent to the librarians of Project 2000 nursing colleges and this was followed by an examination of reading lists submitted by Project 2000 colleges. The object was to draw up a list of books which by majority consent are essential for a Project 2000 library. It is hoped that this might be helpful to librarians if they can point out that a national survey has indicated that at least certain texts are needed.

Method

Fifty questionnaires were distributed at the December Study Day of the Nursing Information Subgroup. In addition four reading lists had previously been obtained and these were used to add to the results. Respondents were asked to fill in the

name of the college in order to avoid duplication from different sites of the same college. Titles included in the questionnaire were mainly drawn from the Tomlinson nursing textbooks order form. Respondents were asked whether titles are "essential" or "background" reading. In order to take account of the relative importance of titles, it was decided to give a weighted score to "essential" titles of 50%. Thus the number of responses "essential" were increased by 50% and added to the number of responses "background" and these were expressed as a percentage of the total possible score, ie if every college had replied that a certain book is "essential"

$$\text{Score} = \frac{(\text{No. responses "essential"} + 50\%) + (\text{No. responses "background"})}{\text{Total no. responses} + 50\%} \times 100$$

In order to extend the results of the questionnaire, a request was made for Project 2000 reading lists at the meeting where the questionnaire had been distributed. In addition, reading lists had been obtained. Book details were checked against January 1992 British Books in Print. The following list includes only titles which were included on 45% or more of the questionnaires and reading lists examined.

Results

Questionnaires were received from 14 Project 2000 colleges and information from a further four reading lists were

added making 18 responses in all. There are 42 Project 2000 colleges so the 18 responses represent 43% of Project 2000 colleges nationally.

QUESTIONNAIRE OF PROJECT 2000 LIBRARIANS

Book Author/short title

	Number of responses "essential"	Number of responses "back ground"	% of replies including this title	Weighted % score
Sociology				
COX Sociology	12	5	95	85
HARALAMBOS Sociology themes and perspectives	14	2	89	85
BILTON Introductory sociology	10	6	89	78
BOND Sociology and health care	10	6	89	78
GIDDENS Sociology	9	5	78	69
Anatomy and physiology				
TORTORA Principles of anatomy and physiology	14	2	89	85
HINCHLIFF Physiology for nursing practice	12	4	89	81
THEBODEAU Anatomy and physiology	9	6	84	72
ROSS Anatomy and physiology in health and illness	11	2	72	69
MARIEB Human anatomy and physiology	9	2	61	57
Psychology				
ATKINSON Introduction to psychology	16	1	95	93
GROSS Psychology: science of mind and behaviour	7	7	78	65
NIVEN Health psychology	8	4	67	59
ALTSCHUL Psychology for nurses	4	8	67	51
Health promotion				
TOWNSEND Black report/Health divide	17	1	100	98
EWLES Promoting health	15	2	95	91
HINCHLIFF Nursing practice and health care	13	3	89	83
TOWNSEND Health and deprivation	10	7	95	81
SEEDHOUSE Health: foundations for achievement	11	4	84	76
PERRY Nursing: knowledge base for practice	7	4	61	54
MURRAY Nursing concepts for health promotion	4	8	67	52
RODMELL Politics of health promotion	5	4	50	43
DOWNIE Health promotion	4	5	50	41
Ethics				
MELIA Everyday nursing ethics	11	5	88	80
TSCHUDIN Ethics in nursing	10	5	82	74
THOMPSON Nursing ethics	11	2	71	69
SEEDHOUSE Ethics: the heart of health care	9	3	65	61
BEAUCHAMP Principles of biomedical ethics	3	7	53	43
CURTIN Nursing ethics	5	3	45	39
Models				
PEARSON Nursing models for practice	12	4	89	81
KERSHAW Models for nursing	11	5	89	80
AGGLETON Nursing models and nursing process	10	5	84	74
MARRINER-TOMEY Nursing theorists and their work	6	7	72	59
WRIGHT Building and using a model for nursing	6	7	72	59
Research				
CORMACK Research process in nursing	14	2	89	85
WILSON-BARNETT Patient problems: research base	9	5	78	69
OGIER Reading research	9	4	73	65
CLARK Further research for nursing	9	4	73	65
CLARK Research for nursing	6	4	55	48
Nursing studies				
ROPER Elements of nursing	15	3	100	94
ROPER Using a model for nursing	12	3	83	78
ROYAL-MARSDEN Manual of clinical nursing procedures	11	4	83	76
SALVAGE Politics of nursing	10	5	83	74
REDFERN Nursing elderly people	8	6	82	67
WALSH Nursing rituals	10	4	78	70
WATSON Medical-surgical nursing & related physiology	10	3	73	67
BRUNNER Lippincott medical-surgical nursing	9	4	73	65
TROUNCE Clinical pharmacology for nurses	9	4	73	65
FAULKNER Nursing: a creative approach	8	4	67	59
WRIGHT Nursing the older patient	8	4	67	59
HUNT Nursing care plans	9	2	61	57
KITSON Framework for quality	6	4	55	48
MIDDLETON Nursing 1 & 2	5	4	50	43

The books on four or more of the nine book lists examined, ie on 45% of the lists, are shown below. Some lists did not indicate whether books are essential reading or not but have "indicative" reading and hence no weighting is given. To save space only first author and short title is shown. Books are in alphabetic order.

ABBOTT P <i>Community care for mentally handicapped children</i>	BOND M <i>Stress and self awareness: a guide for nurses</i>
ADAMSON E F <i>Nursing sick children</i>	BRUNNER L S <i>Lippincott manual of paediatric nursing</i>
AGGLETON P <i>Nursing models and the nursing process</i>	BURNARD P <i>Learning human skills: an experiential guide for nurses</i>
ALLSOPP J <i>Health policy and the national health service</i>	BURNARD P <i>Professional and ethical issues in nursing</i>
ARGYLE M <i>Psychology of interpersonal behaviour</i>	BUZAN T <i>Use your head</i>
ATKINSON <i>Introduction to psychology</i>	CLARK J M <i>Further research for nursing</i>
BAILEY R <i>Stress and coping in nursing</i>	CLAY T <i>Nurses, power and politics</i>
BEAUCHAMP T L <i>Principles of biomedical ethics</i>	COLLISTER B <i>Psychiatric nursing: person to person</i>
BECK C <i>Mental health psychiatric nursing</i>	CORMACK D <i>The research process in nursing</i>
BEE H <i>The developing child</i>	COUTTS <i>Teaching for health</i>
BENJAMIN M <i>Ethics in nursing</i>	COX <i>Sociology: an introduction for nurses.....</i>
BILTON T <i>Introductory sociology</i>	CURTIN L <i>Nursing ethics: theories and pragmatics</i>
BLACK N <i>Health and disease; a reader</i>	DEXTER G <i>Psychiatric nursing skills</i>
BOND J <i>Sociology and health care</i>	

- DOWNIE G
Drug management for nurses
- DOWNIE R S
Health promotion: models and values
- DOYAL L
The political economy of health
- EGAN G
The skilled helper
- EWLES L
Promoting health
- FAULKNER A
Nursing: a creative approach
- FIELD P A
Nursing research: the application of qualitative methods
- GEORGE J B
Nursing theories
- GIDDENS A
Sociology
- GOFFMAN E
Asylums
- GREEN J H
An introduction to human physiology
- HAM C
Health policy in Britain
- HARALAMBOS M
Sociology: a new approach
- HARALAMBOS M
Sociology: themes and perspectives
- HARGIE O
Handbook of communication skills
- HARGIE O
Social skills in interpersonal communication
- HINCHCLIFF S M
Physiology for nursing practice
- HINCHCLIFF S M
Nursing practice and health care
- HUNT J M
Nursing care plans
- HUNT P J
Nursing the adult with a specific physiological disturbance
- IRONBAR O
Self-instruction in mental health nursing
- JOLLY J
The other side of paediatrics
- KAGAN C
A manual of interpersonal skills for nurses
- KERSHAW B
Models for nursing. Vol 1
- KITSON A L
Framework for quality
- KLEIN R
The politics of the NIIS
- KUBLER-ROSS E
On death and dying
- LAING R D
Self and others
- LEWER R H
Care of the child
- LYTTLE J
Mental disorder: its care and treatment
- MARIEB E N
Human anatomy and physiology
- MARRINER-TOMEY
Nursing theorists and their work
- MARTIN P
Psychiatric nursing: a therapeutic approach
- MCGILLOWAY O
Nursing and spiritual care
- MORGAN M
Sociological approaches to health and medicine
- MURRAY R B
Nursing concepts for health promotion
- OREM D E
Nursing: concepts of practice
- ORR J
Women's health in the community
- PARKES C M
Bereavement: studies of loss in adult life
- PASQUALIE A
Mental health nursing
- PATMORE C
Living after mental illness
- PATRICK D L
Sociology as applied to medicine
- PEARSON A
Nursing quality measurement
- PEARSON A
Nursing models for practice
- PEPLAU H
Interpersonal relations in nursing
- PERRY A
Nursing: knowledge base for practice
- POLIT D
Essentials of nursing research
- PRITCHARD A P
Royal Marsden Hospital manual of clinical nursing procedures
- REDFERN S
Nursing elderly people
- ROPER N
The elements of nursing
- ROPER N
Using a model of nursing
- SALVAGE J
Nurses at risk
- SALVAGE J
The politics of nursing
- SEEDHOUSE D
Ethics: the heart of healthcare
- SEEDHOUSE D
Health: the foundation for achievement
- SIMMONS S
Community psychiatric nursing
- SKEVINGTON S
Understanding nurses
- STUART G W
Principles and practice of psychiatric nursing
- SUGDEN J
A handbook for psychiatric nurses
- THIBODEAU G A
Anatomy and physiology
- THOMPSON I E
Nursing ethics
- TORTORA G
Principles of anatomy and physiology
- TOWNSEND P
Health and deprivation
- TOWNSEND P
Inequalities in health: Black Report and health divide
- TROUNCE J R
Clinical pharmacology for nurses
- TSCHUDIN V
Ethics in nursing

TUCKETT D
An introduction to medical psychology

UKCC
Code of professional conduct

WALSH M
Accident and emergency nursing

WALSH M
Nursing rituals

WATSON J E
Medical-surgical nursing and related physiology

WEBB C
Sexuality, nursing and health

WHALEY L F
Essentials of paediatric nursing

WILSON-BARNETT J
Nursing research: ten studies in patient care

WILSON-BARNETT J
Stress in hospital

WINNICOT D W
The child, the family and the outside world

YULE W
Behaviour modification for people with mental handicap

Conclusions

Considering the questionnaire, two books were on every college list, namely the Black report and Roper Elements of nursing. Thirty of the books on the questionnaire were included on 75% or more of the college reading lists according to the questionnaire. The 54 titles were on half or more of the reading lists.

Considering the examination of reading lists there were 106 titles on half or more of the reading lists studied. The reading lists varied in length and they served different purposes. Some were part of a submission document drawn up for the benefit of validators while others were for students. One list had the warning that as students progress, they should develop their own skills to choose books and so less and less guidance was given as the course progressed. Other lists gave indicative reading or alternatives for the student to select. It is clearly impossible for any student to read all the books on the reading lists. Five reading lists that appeared complete were examined and the total number of items counted excluding locally produced materials. The mean number of items was 390.

One hundred and two of the books listed were in print according to the January 1992 British Books in Print microfiche. The total cost of these would be £1326.63 which is an average price of

£13.00 per text. Assuming this to be the average price of the average text on the average list of 390 titles, this implies the cost of obtaining one copy of each book would be £5070. This does not allow for multiple copies of much used texts or for reference books such as the Hospitals Yearbook.

The list of books presented here was compared with the two booksellers' lists specially produced for Project 2000. 59% of the titles in the present list were not included in the Haigh and Hochland list and 85% were not in the Holt Jackson list which does not include the widely used Black report or the Ewles Promoting health. Possibly the booksellers' lists reflect sales and neglect titles already in stock or possibly some of their sales were not for Project 2000.

It is worth noting that this study was a survey of which texts are used in the majority of colleges surveyed and does not pretend to be a recommended or approved reading list.

Acknowledgements

I should like to thank those colleagues who very kindly took time to answer the questionnaire and Phina Wentz of the Faculty of Information Studies, Polytechnic of West London for her supervision.

Librarians' response to PREPP

Prepared by Nursing Interest Group, South East Thames Regional Health Authority

Introduction

In April 1991, the Library Association produced a document on their response to PREPP. In addition to this document, nursing librarians in South East Thames Regional Health Authority (SET) felt it appropriate to comment on PREPP given the SET situation. Nurse education as well as the library profession is currently experiencing many changes. Thus library staff in SET have become accustomed to managing change in their various areas and in meeting an increasing variety of information needs from nursing staff. The introduction of PREPP will further enhance the commitment of SET library staff to actively contribute to and participate in the continued education of nurses.

Within this framework, this document aims to address the implications PREPP will have for SET libraries and hopes to provide a basis from which library staff can plan and manage for the forthcoming changes.

Hopefully this document will be of use to those people in their area who are managerially responsible for nurses, not just those responsible for their training.

Present provision in SET

South East Thames Regional Health Authority has one of the best library networks in the country for interlibrary loan of books and photocopies of journal articles. Libraries are run by dedicated personnel – most have professional staff

input, though perhaps not full time. SETRHA libraries can call upon the Regional Librarian for guidance and support. There are few nurses who are not physically near library provision, although not all will be eligible to have access to all library services.

There are factors which might alter the present library provision in SET. The nursing funding (EAG) this year has been greatly reduced. SETRHA is reviewing its involvement at local levels. In order to maintain current financial support, a concerted effort must be made to secure funding from other sources if necessary.

Implications of PREPP on libraries

There is a pressing need for library skills courses (literature searching, using computerised catalogues, CD-ROM, microfiche equipment, etc.), both as separate in-service study days for those doing independent work or incorporated into existing curricula for those following formal learning. CD-ROM searching by users is being introduced to increase speed and expand on printed journal indexes. In addition, due to changes in learning modes, libraries will be using more AVA equipment and resources – for example video, interactive video and computer assisted learning.

Libraries will need to expand professionally staffed opening hours in order to make the library accessible during the off-duty hours of nursing staff. As in-

creased use occurs, larger facilities, including extra study space, will be required. Increased use will also lead to the need for more computerisation of circulation and other library record-keeping such as interlibrary loans.

Libraries are equipped to advise on the feasibility of planned programmes such as what resources are available or possible. As there is a time delay of three months or more in facilitating change and ordering new materials, forward planning is essential.

Cost implications

EAG funds provide nursing libraries with the majority of their present funding, ie staff, materials and equipment costs. PREPP represents a new development in the continuing education of nursing staff and, as a result, will increase the use of SET libraries. The subsequent costs incurred by this increase should not be met by existing EAG funds. All courses should include library funding for resources and library staff. Health authorities should make provision for general professional information needs of their nursing staff.

Library staff need to consult their managers regarding funding from alternative sources, such as hospital or district training budgets. In the new NHS climate with Working Paper 10, units can purchase library services from whichever library they choose.

There are also implications for staff to be considered. As highlighted earlier, the role of the librarian may change as a result of PREPP to include more planning and organisational skills. Senior staff should be upgraded to reflect these additional responsibilities.

Resume of PREPP recommendations

1. There should be a period of support for all newly registered practitioners to consolidate the competencies or learning outcomes achieved at registration (4.4)
2. A preceptor should provide the support for each newly registered practitioner (4.11)

All the following recommendations will be statutory requirements:

3. All nurses, midwives and health visitors must demonstrate that they have maintained and developed their professional knowledge and competence (5.4)
4. All practitioners must record their professional development in a personal professional profile (5.8)
5. During the three years leading to periodic registration, all practitioners must complete a period of study or provide evidence of appropriate professional learning. A minimum of five days study leave every three years must be undertaken by every registered practitioner. (5.14)

6. When registered practitioners wish to return to practice after a break of five years or more they will have to complete a return to practice programme (6.2)

7. The standard, kind and content of preparation for advanced practice will be specified by the Council. Advanced practitioners must have an appropriate Council-approved qualification recorded on the register (7.12)

8. To be eligible to practise, individuals must every three years:

submit a notification of practice; EITHER provide verification that they have completed their personal professional profile satisfactorily; OR show evidence that they have completed a return to practice programme; and pay their periodic fee (9.5)

9. Practitioners after a break of less than five years returning to practice using a specific registered qualification shall submit a notification of practice and, within the following calendar year, provide verification that they have completed their personal professional profile satisfactorily (9.7)

Action list for librarians

1. Meet with nurse managers/supervisors in the area you serve to:
 - a. explain what services are presently available
 - b. discuss your area's perceived plan for approaching PREPP – including the library's role as an information source
 - c. consider future library needs in light of above plan
 - d. establish possible ways of funding
 - e. emphasise library staff are capable of managing change and dealing with an increasing variety of information needs.
2. Repeat the above with the nurse education centre serving your area.
3. Become involved in planning approaches to PREPP – where not possible to attend meetings, ensure you are kept aware of changes and plans.

4. Monitor library use to ensure:
 - a. adequate funding for present and future needs
 - b. funding is coming from those areas using it.
5. Increase and develop in-service training (mainly for library/technology skills) both with local nurse education centres and within the area's in-service training structure.
6. Promote the library as a source for keeping up to date with new nursing information.
7. Consider setting up an external fee-paying membership scheme with full guidelines on the services available and any additional costs that may be incurred by these members. Such action will ensure that nurses working in isolation can gain access to library facilities.
8. Keep up to date with new open learning initiatives like RCN/Nursing Standard/BBC, Distance Learning Centre of South Bank Poly modules, Continuing Nurse Education at Barnet College, etc.
9. Consider alternative indexing services to improve the coverage of key UK journals.

This document, which can be freely copied, is available from SET libraries, or Regional Librarian, SETRHA, Thrift House, Collington Avenue, Bexhill-on-Sea, East Sussex TN39 3NQ.

BOOK REVIEW

Groenman N H, Slevin O D'A and Buckenham M A Social and behavioural sciences for nurses Leiden. Campion Integrated Studies Series, 1992

This textbook states that it is specifically prepared for the Project 2000 Diploma course for nurses and incorporates psychology, sociology and communication studies. As a basic text the book admirably addresses some of the basic concepts of the three subject areas.

The book is "user friendly" in that it is easy to find one's way around both in terms of reading the text or to access specific information. An additional quality is the interactive nature of the text. It is divided into five modules: psychology – an introduction; developmental psychology; social psychology and sociology; the psychology of health; and social skills. Each of the modules commences with an overview and each of the subsequent chapters is introduced and includes specific learning outcomes which orientate the reader towards potential learning opportunities. This approach effectively prepares the reader to engage in the study activities within the text. Patient/client scenarios are effectively employed to illustrate and highlight specific points. Finally at the end of the module an opportunity to test the knowledge gained ensures the comprehensive interaction between the reader and the text.

Each of the modules provides references that are up to date or are the seminal texts students would wish to be familiar with.

As an initial text this book can be highly recommended and should be considered for purchase, as a basic text, by

both students and more importantly college of nursing libraries, to provide the necessary access to initial literature required during the common foundation programme of Project 2000. However additional literature is needed if focusing on specific areas of study or upon commencement of the branch programmes.

One note of caution the reader should keep in mind is the potential medical bias and the reactive approach to patient problems as opposed to the increasing awareness in nursing of the proactive approach in the promotion of health. This is particularly noted in the psychology of health module where opportunities to explore the psychosocial variables for health have only briefly been addressed and the module takes an approach to understanding the pathology of illness.

A very worthwhile and comprehensive text which is recommended as an introductory text for students to the social and behavioural sciences in health care.

Julia Mingay, Lecturer in Psychology, IANE, Royal College of Nursing.

JOURNALS NEWS

Nursing (Springhouse) – the missing pages

How many other people have been puzzled over the problem of the missing pages from the magazine *Nursing (Springhouse)*?

The major bibliographies all include references to articles which cannot be found in editions of the magazine available in this country. There are two editions of this magazine, an American one

which is a complete edition, and an Overseas edition which lacks certain sections. The problem arises because, if the delivery address is outside North America the publishers will only register a subscription to the Overseas edition. This has always been frustrating, but it is becoming much more of a problem as nurses become more "literature conscious" and especially so when they have access to nursing information on CD-ROM databases such as MEDLINE and CINAHL.

Help is now at hand. Blackwells' Periodicals have negotiated a deal on my behalf with the publishers which they are able to make available to a limited number of other nursing libraries. For an extra £5.00 per year a select few of us can now subscribe to the complete American edition.

If you are interested in taking up this facility contact:

Mr Alan Laitt, Manager
Academic Library Service
Blackwells' Periodicals Division
PO Box 40
Hythe Bridge Street
Oxford OX1 2EU

Dr S E Nicholls, Assistant Librarian
(Nursing)
University of Sheffield Medical Library
Northern General Hospital
Sheffield S5 7AU

LETTERS

Project 2000 student issues
As Project 2000 progresses and more courses get underway, it's important that any problems or difficulties can be iden-

tified and resolved. Recently, some second year Project 2000 students seemed to be experiencing difficulties academically, resulting in them losing their places on the Course. There may be several reasons for this but it would be helpful to hear from anyone with experience of this happening in their area.

Another difficulty that students report is the lack of knowledge they have regarding examination procedures (how to appeal, when to appeal, what they can appeal about). This is easily remedied and we would welcome information from colleagues about the information they give to students regarding examinations.

Lastly, some nursing students are reporting that they have been advised by teaching staff not to join the trade unions as they are covered by the NUS. This, of course, is not accurate and we would like all nursing students to have the opportunity to join the RCN. If you require further information on student membership of the RCN, please contact me at RCN HQ.

Roz Osborne
RCN Adviser
Education Department

NEWS A CARIBBEAN NIGHTINGALE SINGS AGAIN

Wednesday, May 20th saw the opening of a major new exhibition highlighting the life and work of Mary Seacole, one of the 19th century's most remarkable women.

Mary Seacole (1805-1881) was a black Jamaican nurse and herbalist whose career spanned the world from the Carib-

bean to the hinterland of Asiatic Russia, a remarkable feat at that time.
Mary worked amidst the mud and gore of the Crimean War field hospitals at the same time as Florence Nightingale, but inevitably received only a fraction of the acclaim extended to "The Lady of the Lamp". Her story is one of considerable bravery, determination and personal achievement. Today, she is recognised as a great nurse and herbalist as well as one of the foremost women of her era. Such is her posthumous reputation that her life and works are now studied as part of the National Curriculum.

The exhibition was opened concurrently at the Florence Nightingale Museum in Lambeth and at the Black Cultural Archives in Brixton. It consists of high quality laminated colour photo-

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