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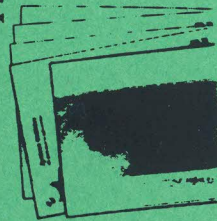
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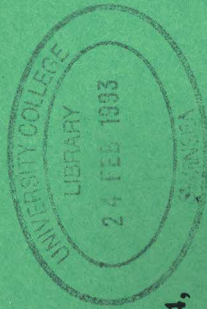
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NIS NEWSLETTER

Vol.12, No.4, WINTER 1992



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The 'NURLIS' Report 1992

The journal of the
NURSING INFORMATION SUBGROUP

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Medical, Health and Welfare Libraries Group

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Vol.12, No.4

VOLUME 12

WINTER 1993

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Contributions to the Newsletter are
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articles or short items to the

Newsletter Editor, Debra Jessop.

Copy dates: last day of Mar 1993,

June 1993, Sept 1993, Dec 1994.

Please send enquiries about non-
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membership secretary.

Advertising

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EDITORS NOTES

You will see from Graham Haldane's article, that the NIS Subgroup is to change its name - and Graham explains how and why we have come to this. There will also be a new name and look for the Newsletter.

Looking at the Committee, we have a fairly good representation from around the country - but we want to hear more from you.

Write to our Letters page; send details of courses, study days, exhibitions to share with other members; let us know what is happening in your region. Use the Committee, and the new-look LFN Bulletin to tell us what are your concerns.

DEBRA JESSOP

Libraries for Nursing

Promoting informed nursing care

* 'Libraries', rather than 'information', is used to reflect the broader role of librarians in providing not just information and resources, but also services, curriculum development support and input to learning skills and other programmes;

* 'Libraries', rather than 'Librarians', allows non-librarians, such as clinical nurses and nurse tutors interested in resources and library use to be included in the group's membership and activities;

* 'for' is a supportive, active word affirming the essential role of libraries in supporting informed nursing care;

* 'Nursing' denotes that we are a specialist area of health librarianship, and is intended to include midwifery, health visiting and community nursing.

We believe that this new name will more accurately reflect the Group's purpose and prove easier to use in promoting the Group and its concerns.

The Committee of NIS, the Nursing Information Subgroup of the Medical, Health & Welfare Libraries Group of the Library Association, has for some time considered that the Subgroup's name requires alteration to reflect a clearer, more active group identity. After much thought, and canvassing ideas from members, we have decided to change our name, as from January 1993, to

Libraries for Nursing

Our 'slogan' will also change from 'Supports informed nursing care' to the more proactive 'Promoting informed nursing care'.

Rationale

We did consider names which included the word information, librarians, or librarianship, but decided on **Libraries for Nursing** because:

* 'Libraries for Nursing', rather than 'nursing libraries' reflects the increasing variety of service provision to nursing staff and students for nursing, multi-disciplinary and Higher Education libraries;

The change of Group name will also lead to a change of name for the NIS Newsletter, which as from the first issue of 1993, will become the

Libraries for Nursing Bulletin

We hope you like the changes - now all we need is more

contributions from you to help develop the Newsletter into a more meaty and informative Bulletin. Start writing now and send you contributions to the Editor.

LfN

Graham Haldane

"I LEARNT IT ON THE GRAPEVINE..." CD-ROM INSTRUCTION BY NETWORK

*By Kym Marindale
Tutor Librarian,
Avon and Gloucester College of Health*

At a recent NIS (I mean LFN)

study day the subject of user education and CD-ROM came up.

How, went the lament, does one teach CD-ROM? Answers on a postcard please...

Well, I can't get all this on a postcard, but here goes.

PROBLEMS:

At AGCOH, we have found the problems to be a lack of equipment, time and space. It's time-consuming to sit with endless users, one by one, and it seems longer than it probably is, because we're repeating ourselves.

But it can only be done in, at most, one-to-three teaching situations. More than that is tedious for both teacher and students, as anyone who has stood at the back of a large group gathered round a computer knows.

So, we needed more terminals and more space, then we could teach more people simultaneously.

SOLUTION:

Firstly, at AGCOH we have a computer suite. There are fifteen networked terminals, thirty ergonomic, adjustable chairs, and computer benching - that's the proper stuff set at the right height for keyboard input! So there was our extra space and equipment.

Secondly, well.. you've heard of CD-ROM on network. It enables lots of people to use a database at once.

Lights went on! We did the necessities, ie. sorted out licenses, equipment (practical details are dealt with in the section on

Resources) and organised the first session. This was held in October 1992. At the time of writing we have since done nine. More are planned.

THE SESSIONS:

Content: as follows:

CD-ROM in context: what it is and when to use it;

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Guided search with students
following instruction covering:
Index

Thesaurus

Combining sets
Limiting search with fields
Lateral searching

Marking/Printing results

"Students' revenge" - students
set quiz for instructor on
practical aspects of CD-ROM,
eg. 'which key do you press to
get into the Index?'

Finally, if there is time they can
practise their new skills by
carrying out a search of their
own.

Groups: have varied. Post-basic
students, nursing diploma students,
tutors and physiotherapy degree
students. The maximum number
which the computer suite can take is
thirty. This would mean two
students to a terminal which some
prefer. So far, the groups have
numbered between seven to sixteen.

Time: between 1-1.5 hours. This
was determined by the groups'
timetabling not the content of the
session. The time has therefore
dictated the content and structure of
the session. One group set aside
two hours and this allowed more
leeway for individual searching,
queries, etc.

Clearly, we could always use more
time, but on experience I would say
that one hour is not enough.

Resources: it takes roughly 10-15
minutes to set up the entire facility
although I leave a wide margin of
time in case of problems. Mostly,
our equipment has behaved
extremely well, with only one
workstation throwing a tantrum
during a class. At the time this did
not matter as there were other
workstations available for the
student to use. We use:

CINAHL on Silver Platter;

Hitachi CD-drive

Viglen SL1286 40mb computers
on a Novell network

The network, and the technicalities
were sorted out by our IT
(information technology) Tutor in
liaison with a company called CD-
ROM Systems (Europe) Ltd.

Evaluation: feedback has been
largely positive. Many of the
students felt the sessions could have
been longer, but most felt they had
learnt the basics and had gained an
awareness of the potential of CD-
ROM.

Individual reactions vary widely
from feeling more confident on the
machine to: *"I learned how to
program CD-ROM"*! I think this
last response throws up a constantly
recurring problem: the

malapropisms of computer jargon. Perhaps the best comment on the sessions so far was the tutor who came into the library immediately afterwards and spent an hour consolidating what she'd learnt. The network is proving particularly useful for staff-training with a first session on Medline held in October, and others planned for ASSIA and a staff-update on CINAHL. It is rewarding to be able to work and learn together and bounce ideas around.

PROBLEMS:

Solve one lot and you replace them with another lot! Partly true.

Booking the computer suite is difficult as it is very heavily used for other IT teaching. We need to educate the tutors to timetable CD-ROM sessions into the curriculum so the suite can be booked ahead. In the meantime, we are planning workshop sessions on a monthly basis for students who wish to give instruction. These are scheduled to start in February 1993.

The sessions cannot give the students instant expertise on CD-ROM, but they are an opportunity to explore the potential of such a powerful searching tool. This is emphasised to the students at the start of the sessions and throughout the instruction.

We can only use the disk which is used in the library. This means it is unavailable for searches while a teaching session is in progress.

The teaching is intensive. Ideally a group larger than seven or eight is better with two instructors to check screens and students' progress. I am presently preparing and modifying a workbook so that students can work at their own pace either in pairs or alone. To date, it has been used with two sets of physiotherapy students and is constantly undergoing revision. It will be adaptable for other groups.

Preparation is also intensive as each group search at present is angled to reflect their field of work.

CONCLUSIONS:

It is too early to say what the long-term effects of such instruction will be, ie. will the staff benefit from a lessening of demands for intensive individual instruction; will the students be advantaged by the acquisition of basic skills on CD-ROM; will the College gain financially from saving in staff time and energy or will we simply spend more time dealing with ILLs as a result of the students' increased access to the literature?

A detailed study is necessary throughout the course of the coming

year; as more students receive group instruction, the staff will need to notice and record how the requests for help in the library change in number and content. A project for 1993?

Technologically the idea has been painless to implement thanks to the energy and expertise of our IT Tutor. Financially, the extra license, equipment and installation has cost the College £1,900.

On the whole, we feel it to have been a positive, practical and exciting initiative with great promise. Watch this space, as they say - sorry, should that be a postcard?

I would like to thank my colleagues for their help and contributions to this article.

Kym Martindale
January 1993

THE 'NURSING LIBRARIES & INFORMATION SERVICES' ('NURLIS') REPORT : A SUMMARY

Tony Shepherd

This report to the Royal College of Nursing presents the findings of a research project, commissioned by the Royal College of Nursing and financed by the British Library Research and Development Department.

The primary aim of the project was to investigate and assess throughout the British Isles the state of provision of learning resources to support nurse education in colleges of nursing where courses are being, or are about to be offered which reflect curriculum changes recommended by the UKCC report Project 2000 : A new preparation for practice.

The investigation was structured in the form of a questionnaire survey sent out to all colleges of nursing in England, Wales, Scotland and Northern Ireland. To supplement the national survey, in depth case studies were carried out in five English and two Northern Ireland Colleges of Nursing which have experience of implementing Project 2000 courses. To represent the whole nation, studies were made of the first pilot Project 2000 college

in Wales and two colleges in Scotland, where policy making and ground-laying practises were well under-way in preparation for courses beginning in September 1992. The methodology is discussed in detail in Section 2 of the report.

The main sections of the report present the findings - from the ten case studies and the national survey. The **patterns of provision** have been analysed in Section 3, and the following sections of the report discuss in detail the different factors affecting these patterns - the issues of most concern :

Strategic planning for learning resources provision

Curricular issues

Organisational issues

Funding issues

In each section, an overview of the most significant findings in the case studies is related to an initial analysis of the trends revealed by the questionnaire survey.

Communications used for the survey, and documentation collected from colleges and learning resources services are appended to the report.

The final section, '**Proposals for future development**', puts forward various ways of acting upon the main problems identified by the survey :

- The need for standards for learning resource provision for nurse education courses
- financial requirements
- the need to disseminate experience
- networking information provision

- evaluation and monitoring
- the role of the national bodies

The project was carried out by Margaret Ashcroft, Consultant, of Capital Planning Information Ltd, under the direction of Tony Shepherd, Librarian of The Royal College of Nursing and Dr Philip Cheung of The Queen's College, Glasgow.

PRESS RELEASE: Tuesday 2nd February 1993

The RCN has warmly welcomed the publication of this Report. The 'NURLIS' Report includes the results of the first UK-wide survey of learning resources in nursing colleges.

Without it, nursing cannot fully provide the range of research-based skills required by patients and clients today".

Tony Shepherd, the 'NURLIS' Project Leader and RCN's Librarian said :

"Too many nursing libraries are failing to provide the resources required, inspite of the hard work of their library staff. Better resourcing and more librarian involvement in planning would greatly help the situation".

It found a wide standard of library provision plus a lack of strategic planning for learning resources in nearly 40% of colleges replying.

Tom Bolger, the RCN's Director of Education said :

"This Report highlights the urgent need to improve nursing libraries.

NEW NIGHTINGALE SCHOLARSHIP

by *Monica E Baly*

Is there anything new to be said about one who was a legend in her own day and about whom there have been over twenty lives written? The trouble is hagiography makes bad history and recently a number of people have been searching for the reality behind the myth.

Because Miss Nightingale's life was so long and varied and her character a source of perennial fascination, general historians have given little attention to her nursing achievement. Sir Edward Cook's (1) seminal study in two volumes is about Miss Nightingale's life as a whole and in writing it he co-operated closely with Henry Bonham Carter who was not only Miss Nightingale's executor but who had been the secretary to the Nightingale Fund Council for fifty years. As far as nursing was concerned Henry had a vested interest in a success story and he was a cautious lawyer and many of the characters in the story were still alive or with interested relatives waiting in the wings. In Cook's life the rough places are made smooth and no breath of scandal or dissent ruffles the waters.

Cook's life was monumental. He had at his disposal the archives so carefully selected by Henry Bonham Carter and because of this most other lives are a recension of it. Mrs Woodham-Smith (2) relied heavily on Cook though she did introduce some new material on the Nightingale family life. However, she has almost nothing new to say about nursing and the fact that she actually started negotiations with the Nightingale Fund Council about another book shows that she was aware of that lack. It is largely the hitherto unresearched material belonging to the Council that Dr Prince (3) researched when doing her thesis and the material I researched in the Greater London Record Office, the British Library and elsewhere which was eventually published as 'Florence Nightingale and the Nursing Legacy.' (4).

Much of the material researched belies the myth created by Cook that Miss Nightingale went to St Thomas's because it 'was rich and well managed'. In 1859 it was neither. Nor because Mrs Wardroper was 'a woman after her own heart'. Miss Nightingale hardly knew Mrs Wardroper and

records show that both she and Bonham Carter were soon to doubt her stability; in a colourful passage Miss Nightingale described Mrs Wardroper as 'acting like an insane king by semi-divine right'. Even Barry Smith (5) who was iconoclast falls into the trap of quoting Cook about Mrs Wardroper and implies that it was Mrs Wardroper who taught Miss Nightingale.

Contrary to myth, Mrs Woodham-Smith and early nurse historians (6), the first few years of the Nightingale School were anything but a success. During the first ten years 196 nurses had been entered on the register but less than 60 were still nursing, 64 had been dismissed, 4 had died during their training and, with the exception of Agnes Jones, none had made any mark on nursing. The fact that so many were dismissed for glaring defects like syphilis, phthisis, drug addiction and insobriety suggests that either Mrs Wardroper had no choice or her judgement was at fault.

Once the School was founded Miss Nightingale retired to nurse her grief over the deaths of Sidney Herbert and Arthur Cloughand, and as an invalid, to work on the reform of the Army Medical Services, Army Barracks, the sanitation of India, the design of hospitals, the

Poor Law, and the great sanitarian movement. It was seven years before she took an interest in St Thomas's, then she was horrified at what she found. She discovered that the monthly reports were meaningless, that there was little or no instruction and they were not producing leaders or future 'trainers'. In other words she discovered that the Fund and the probationers were being exploited by St Thomas's and relations became strained.

In the course of making these discoveries a number of scandals were unearthed. The Resident Medical Officer was discovered to be inebriated and a lecher to wit, favourite Nightingales had taken to opium and there were dangerous liaisons everywhere. Small wonder that letters said 'Burn' or 'Destroy after reading'. One wonders how they escaped the laws of libel. It all makes more exciting reading than the bland account of Nightingale nurses like vestal virgins.

The point about destroying the myth and facing the reality is that it makes us realise that the success of the traditional apprentice system was largely illusion. Later it produced some leaders but it was painfully wasteful, more than 40% fell by the wayside. The so called



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Nightingale system was not Miss Nightingale's system but the best deal she could get with St Thomas's with whom neither she nor her Council had much influence. The Council's income was not enough to buy independence.

Opportunities for research into Nightingale scholarship are endless. She was a tireless correspondent to the 'Good and Great' of her day and to her family and her large circle of friends, and, because she was famous, everyone kept her letters. She is, however, exceptional in the quantity of her written material because of her life style after 1857, and she passed notes to all and sundry the way we use the telephone and there was her habit of keeping 'private notes'. If we look at what she actually wrote at different times we are able to piece together a more accurate picture, though with the best will in the world it would be selective and Miss Nightingale was nothing if not inconsistent.

A scholarly attempt at seeing Miss Nightingale through her letters has been made by Martha Vicinus and Bea Nergaard in 'Ever Yours'(7). This is an absorbing selection of letters showing the phenomenal range of her correspondents which included such thinkers as Edwin Chadwick, Harriet Martineau, John

Stuart Mill, not to mention Cabinet ministers. 'Ever Yours' has a very perceptive introduction and shows Miss Nightingale 'as a woman of great brilliance and contradiction - stubborn and inspiring, witty, impatient, dedicated and meddling. However, with 460 pages it is really a scholars' book.

In a lighter and slighter book 'As Miss Nightingale Said...' (8) I have tried to do the same with Miss Nightingale's sayings and quotes from private notes. Although the quotations are grouped in topics they are, as far as possible, chronological reflecting the various phases of Miss Nightingale's long and often contradictory life. The book can be read in two ways. For those whose interest is in Florence Nightingale herself it can be read from beginning to end and for these readers there is a Who's Who and genealogical table. Other readers may simply wish to dip into the kaleidoscope in search of a 'bon mot' for a speech or to support an argument. Either way it should throw more light on the enigmatic woman and particularly on what she said about nursing.

Apart from what Miss Nightingale said and what she wrote in letters there is the vast quantity of her printed work. Some of these are now only obtainable in precious

rary copies. It is a pity that
tes on Hospitals with its map
owing the 20 hospitals clustered
und St Pauls that Miss
ghingale advises dispersing,
ould be in such short supply. It
s much to say about hospital
ection that is still relevant.

the best known of Miss
ghingale's published works is
doubtedly *Notes on Nursing*.
ost of us know the first edition
blished in 1860, but in fact there
is a second and third version; the
61 edition, the 1868 edition and
; unpublished 1875 edition. Now
editions with notes have been
ught together by Victor
retkiewicz and published as
orence Nightingale's *Notes on
Nursing* Revised (9). This is a
ly scholarly work tracing the
ter 1868 Miss Nightingale
ntinued to add to *Notes on
Nursing* and she composed nearly
300 words on nutrition and
wers that have never appeared in
nt. She indicated where she
nted them in the text, but for
ne reason she never saw this
ough the press. They are now
ught together in this volume of
2 pages. What the 1875 version
as is to supply an unwitting
timony to home nursing at that
ie rather than give a guide to the
test theories in medicine. Miss

Nightingale, as she became older,
and still clung to the Miasma
theory, became more and more
obsolete and some of her advice
about infection is positively
wrongheaded and dangerous. She
was convinced that all infection was
caused by foul air; sometimes she
advocated the right thing for the
wrong reason such as cleanliness
and fresh air, but by 1875 some of
her theories were out of date.
However, in spite of her erroneous
theories about the way small pox,
scarlet fever and consumption were
caused and spread, as in the first
edition, there remains much sense
that is to the point and still relevant.
Miss Nightingale's emphasis was
always on prevention and primary
care. 'The causes of the enormous
child mortality are perfectly well
known...want of household care of
health. The remedies are equally
well known and among them is
certainly not the establishment of a
Child's Hospital.' This is a book to
recommend to serious students of
the history of nursing. We get a
better picture of home nursing and
of nurses in the 1870s in *Notes on
Nursing* than we do from
contemporary novels.

Reading new research on Miss
Nightingale makes her a more
interesting and complex person than
the saintly figure of legend. Given
to self dramatisation, hyperbole and

at times an elliptical regard for the
truth she could be dogmatic and
wrong, nevertheless her
achievements were as great as any
of the other eminent Victorians.

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BOOK REVIEWS

STUDY SKILLS FOR NURSES

TAYLOR Jayne.

Chapman & Hall 101pp £8.95
1992 ISBN 0-412-44070-9

Study Skills for Nurses is not a book about how to learn, rather a straightforward guide to the process of studying. The author has her feet firmly on the ground when, in the introductory chapter, she recognises that not many student nurses have their own quiet space to study and that students are individual in their study habits. The book is well set out in a practical sense; each chapter can be read on its own but they all follow a logical pattern and include examples. Each finishes with a precis of practical tips relevant to the chapter with a reference and further reading list.

The early chapters are concerned with gathering information. The first, on up-to-date sources of information, includes the use of teachers and librarians, how to record references and a check-list to make efficient use of the library and other resources. The following section on taking notes, both from classroom sessions and from books, contains no new ideas but the ones

included are simply presented and amusingly illustrated. The chapter on information gathering is a simple guide to the research process and how to develop a critical reading approach to research papers.

Presenting gathered information is dealt with in three chapters: essays, project-style assignments and examinations. Each is dealt with in a way that simplifies and demystifies the tasks, presenting them as a series of stages to work through. Issues such as writing in the first or third person, sexism and presentation of information are touched upon and a comprehensive guide to referencing is included. The exam chapter provides some techniques to use before and during the exam to improve outcomes.

The final two chapters are not of the same quality as the rest of the book; although the information is correct it is questionable whether it is appropriate. The copyright restrictions mentioned are in evidence on most photocopies and the chapter on the availability and function of information technology

would usually be included in the introduction to a course. It may however have a calming influence to a technophobe.

Jayne Taylor has succeeded in presenting the approaches to study in an easily understood manner and in ordinary language. This book would be of value to any imminent

health-care student, especially anyone who has had a break from education, while the check-lists ending each chapter would be of use to virtually any student.

Matthew Hughes, Nurse Tutor BA
RN PGCE
Avon & Gloucestershire College of
Health : Glenside

PROJECT 2000 : THE TEACHERS SPEAK : INNOVATIONS IN THE NURSING CURRICULUM

SLEVIN, O. and BUCKENHAM, M.

1992 Edinburgh. Campion Press

This book is a 192 page text comprising eleven chapters with contributions from eleven different authors.

Chapter one sets the scene for the remainder of the book and does so in a succinct manner. There is a good precis of the various UKCC Project Papers pertaining to Project 2000.

Chapter two cogently argues the case for a broad-based curriculum. The concept of a 'knowledgeable learner' competent in the art and science of nursing is well described. There is a strong focus on research in the chapter which is most apposite.

Chapter three considers different models of curriculum integration and outlines how the author attempted to integrate her Sociology Unit into the Common Foundation Programme. The concept of the 'knowledgeable doer' is further effected in this chapter.

Chapter four is an excellent chapter by Carol Kirby and Oliver Slevin and focuses on the key concept of care.

Chapter five addresses ethics in the curriculum and follows on very logically from the mental set induced by chapter four.

Chapters six and seven address the student experience of Project 2000. The arguments for a transactional model of teacher-student relationship in chapter six are cogent. The figures in chapter seven are interesting and complement the text.

Mike Buckenham explains 'how it was' for his college in chapter eight. The essence of his chapter is based on action learning. He outlines many of the challenges which he and his colleagues faced and discusses some of the problem-solving strategies adopted. This is in my view a very helpful chapter which offers some good tips to all those embroiled with the management of change.

Chapters nine and ten discuss the resourcing and implementation of Project 2000 respectively. Chapter ten includes some interesting figures of different learning curves.

The final chapter by Patricia Scott is an excellent conclusion to the text. I found her style amusing and refreshing, especially her use of dragon metaphors to describe the past and glimpse the future.

In summary, I found this to be a very good text indeed. It is complementary to the research projects on Project 2000 currently being undertaken, especially the NFER's longitudinal study. The editors and authors are to be congratulated for their enterprise. I recommend this textbook to all those involved or about to be involved in Project 2000 curricula

Alan Myles
Principal Lecturer in Educational
Studies, IANE, RCN

LFN SPRING STUDY DAY 1993

'Setting Standards'

DATE: Thursday 20th May 1993

VENUE: Library Association
7 Ridgemoor Street
London WC1E 7AE

Over recent years, there have been many calls for standards for Library services for nurses. This year, it looks like we might achieve several sets, or at least some guidelines on what the services should offer.

The study day will include a brief account of the background to, and the compilation of the Learning Resources section of the ENB Educational Audit document, and also a session on the Library Association's 'COFHE' Guidelines.

These will be followed by a report on the progress of the 'NURLIS' Project Phase II, for which the proposed outcome is "a management action plan, in the form of a series of published guidelines on library and information service provision for

implementation by those responsible for the strategic management of learning resources, endorsable by the professional bodies responsible for directing education".

There will also be workshop sessions for you to contribute your thoughts on the content of those guidelines.

Booking forms for this Study Day will be sent out shortly to all members. If you are not a member, why not contact Robin Snowball, LFN Membership Secretary, Cairns Library, Radcliffe Infirmary, Oxford, OX2 6HE.

For further details of the Study Day, please contact :

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