



## **LNDN HSCI/HIST 3121 Global Perspectives on Nursing and Midwifery History**

### **CAPA London Summer Seminar 2018**

#### **Course Description**

This course is an exciting opportunity to experience nursing and midwifery history in the UK and further afield. The course will focus on major influences in the development of nursing and midwifery practice from the perspectives of medical, nursing and midwifery history. Case studies will be drawn from London, the UK and continental Europe, with comparative perspectives from the rest of the world where appropriate. Topics will include the impacts of social change, evolving attitudes to social care, and the role of the Enlightenment, French revolution and American Independence, as well as the transition from Agrarian to Industrial Society in shaping cultures and practices of nursing care. The course will also consider the contributions made by Florence Nightingale, Mary Seacole and Mrs. Bedford-Fenwick to nursing practice. It will also look at pioneers like Sir Frederick Truby King who set up the Plunket Society in New Zealand in 1907, from which sprung Plunket nurses, maternity and childcare still in practice today.

The course will examine the ways in which medical breakthroughs, public health, epidemiology (social determinants of health), religion, philosophy, ethics, law, sociology and economics have played a part and influenced and affected clinical practice and in turn the influences on the professional role and practice of nurses and midwives. Students will be encouraged to reflect on the historical changes that have had a particular impact on patients, their families and the wider public. This will enable students to gain a deeper understanding of historical reasoning and insight into a variety of forms of historical evidence. In turn, this will enable students to consider the ways in which history has underpinned past healthcare provision, and the potential that exists for history to affect healthcare in the future and if and how far lessons can be incorporated into modern clinical practice. Speakers will include staff from Public Health and Epidemiology at a major London University and Medical school. The course will also enable students to access a broad range of distinctive museums and galleries to consider a wide range of healthcare history.

#### **Course Aims**

The course will provide a firm foundation of the significant events in nursing and midwifery history. This will be set against an overview of medical and scientific history and will encompass public health and epidemiology. This will provide the contextualization for the study of history for nurses and midwives. There will be an approximate 70/30 split between adult nursing and midwifery and childcare. Where feasible the course will accommodate requests for particular historical items of professional interest to be included for discussion and visits where applicable.

#### **Requirements and Prerequisites**

The course is designed for students in the field of health: Nursing, Pre-Med, Public Health, Global Health, Health Administration and other health fields. However, there are no prerequisites and all students interested in this topic are able to participate.

#### **Learning Outcomes**

Learning outcomes for students will in part depend on the transferrable skills and knowledge that they already possess prior to commencing the course.

- a. Students will be able to articulate the significance of the history of nursing and midwifery from a global perspective and to begin to critically analyze and reflect on how this has impacted on current health care.
- b. To consider the wider aspects of social and public health developments and the impact they have had on the history of health care

- c. To build on the knowledge, experience and interests that the students bring to the course, to provide students with a wider perspective on historical perspective and the interpretation of historical research.
- d. Students will demonstrate the ability to give a clear verbal account to their peers and answer any questions on their work.
- e. Students will be able to analyze and synthesize a variety of course material and bring it to a coherent conclusion.
- f. Students will increase their knowledge and understanding of the major influences of history that underpin current nursing practice from a global perspective.

Along with the successful fulfilment of these outcomes, it is expected that students will have a firm foundation with a considerably raised interest, knowledge and awareness of the history of healthcare and to place the students on a trajectory for further study in this area.

## Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. Professional behavior at hospital /museum site visits.

## Class Methodology

The main methodological approach used in this course will be a mixture of lectures, seminars, discussion and reflective opportunities including integration of site visits and field studies.

## Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. Students will actively explore the Global City in which they are currently living. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

### The assigned field component(s) are:

Field components listed in the syllabus are provisional as the program will take advantage of students' interests and opportunities to engage with course themes as they appear.

Indicative List of Field Studies may include:

The Florence Nightingale Museum: [www.florence-nightingale.co.uk](http://www.florence-nightingale.co.uk)

Gordon Museum of Pathology – Kings College London / Guy's Hospital, London.

<http://www.kcl.ac.uk/gordon/index.aspx>

British Museum. [www.britishmuseum.org](http://www.britishmuseum.org)

Worshipful Society of Apothecaries of London. [www.apothecaries.org](http://www.apothecaries.org)

Medical History Tours. [www.medicalhistorytours](http://www.medicalhistorytours)

Discover Medical London. [www.discovermedicallondon.com](http://www.discovermedicallondon.com)

The Foundling Hospital [www.thefoundlingmuseum.org.uk](http://www.thefoundlingmuseum.org.uk)

Old Operating Theatre Museum & Herb Garret [www.oldoperatingtheatre.com](http://www.oldoperatingtheatre.com)

Students are also strongly encouraged to participate in **co-curricular** program activities. Relevant "My Global City" events and activities, or other optional activities (such as LSE Public lectures etc), will vary from semester to semester.

## Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
Fail	F	<40	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Seminar Participation and Feedback	10%	all	Weekly
Oral Presentation 1 X 15-20 min. group presentation	10%	all	Week 3
Field Study / Seminar Feedback Exercises (x2, 5%+5%)	10%	all	Wks 1 & 2
Research Paper	40%	a, b, c, e, f.	Week 4
Final Exam	30%	all	Week 4

### Assignments

#### **Essay 5000 words. (40%)**

The students will undertake an investigation into an historical figure or event of their choice on which to explore and then focus on a particular area of healthcare. This could be in clinical practice, research or management or the wider issues of public health. This should enable the student to increase their knowledge and understanding of the major influences of history that underpin current practice. Educational outcome of essay will be that the student can analyze and synthesize material and bring to a coherent conclusion.

#### **Oral presentation (10%)**

Individual in-class presentations of 10-15 minutes duration will highlight the main thematic foci and progress towards the research paper assignment. They will also give students the opportunity to receive feedback from the instructor and peers, enabling them further to develop their work and interest in nursing history. Educational outcome of the presentation will be that the student can demonstrate the ability to give a clear verbal account to their peers and answer any questions on their work.

#### **Field Study / Seminar Feedback: 10% (5% + 5%)**

These two short assignments will provide cumulative evidence of the ability to search and find information from a variety of sources and provide feedback on the field studies for the course.

#### **Exam (30%) 2 hours**

Short question and answer paper (unseen). This will examine the broader content of the course. Educational outcome of short answer exam paper will be that the student can demonstrate a broad range of knowledge relating to nursing history.

### Dress Code

Flip-flops, sleeveless shirts, bathing trunk or similar are not allowed in class. Some visits may require business casual attire. Students will be informed in advance of each field component.

### Course Materials

#### **Required Readings:**

Hall, Tim (2013) *History of Medicine: All That Matters*, Hodder & Stoughton, London.

For nursing history in North America students are advised to sample the Nursing History Reviews.

Additional readings will be provided in xerox or electronic form via Canvas and the SUNY Online Library. This is an intensive seminar course. As such, it is imperative that students read set material in advance of the sessions for which they are assigned in order to be able to discuss them in an informed and analytical manner. Students will also have the opportunity to utilise the holdings of the Wellcome Trust library.

Students should also utilise the SUNY-Oswego on-line library resource for an extensive catalogue of e-books and journals: <http://libraryguides.oswego.edu.capa>, including the dedicated Global Health database. Key texts are also available in the CAPA Library and Course Reserves. Refer to the CAPA Library Guide for many more additional libraries and learning resources available in London.

## Recommended Reading(s):

Abel-Smith, Brian (1960): *History of the Nursing Profession*, Heinemann, London.  
Baly, Monica (1997): *Florence Nightingale and the Nursing Legacy*, Whurr Publishers, London.  
Bostridge, Mark (2008): *Florence Nightingale, The Woman and her Legend*, Viking, London.  
Bynum, William (2008): *A Very Short Introduction to the History of Medicine*, Oxford University Press, Oxford.  
Carr, E.H. (1961): *What is History?*, Macmillan, London.  
D'Antonio P, Ellen D. Baer E D, Rinker, S D. Lynaugh. J E, Eds. (2007) *Nurses' Work: Issues Across Time and Place*. Springer publishing Company New York  
Dingwall, Robert Rafferty, Anne Marie and Webster Charles (1988): *An Introduction to the Social History of Nursing*, Routledge, London.  
Hall, Tim (2013) *History of Medicine All that matters*, Hodder & Stoughton, London.  
Donnison, Jean (1977): *Midwives and Medical Men*, Heinemann, London.  
Marland, Hilary (1993): *The Art of Midwifery: Early Modern Midwives in Europe*, Wellcome Institute Series, London.  
Marmot, Michael (2015) *The Health Gap, The Challenge of an Unequal World.*, Bloomsbury, London.  
Nelson, Sioban (2001): *Say Little, Do Much*. University of Pennsylvania press. Philadelphia.  
Nightingale, Florence (1859): *Notes on Nursing*, Appleton & Co., New York.  
Nolan, Peter (1992): *History of Mental Health Nursing*, Chapman & Hall, London.  
Porter, Roy (2002): *Blood & Guts*, Allen Lane Penguin Press, London.  
Robinson, Jane (2005): *Mary Seacole: The Charismatic Black Nurse who became a Heroine of the Crimea*, Constable and Robinson Ltd., London.  
Tew, Margaret (1990): *Safer Childbirth? A Critical History of Maternity Care*, Chapman and Hall, London.  
Hall Tim (2013): *History of Medicine, all that matters*. Hodder & Stoughton, London  
Lynaugh J E Editor. et. al. *Nursing History Review*. Springer publishing Co. New York  
(These are a collection of American journals in the History of Nursing and it would be very useful for students to have familiarized themselves with content from these journals).

## Useful Websites and Online Resources

NICE The National Institute of Health & Care Excellence <https://www.nice.org.uk>

Cochrane Library and database [www.cochranelibrary.com](http://www.cochranelibrary.com)

WHO [www.WHO.int/bulletin/volumes/92/7/14-138131/en/](http://www.WHO.int/bulletin/volumes/92/7/14-138131/en/)

## Libraries, Archives and Interesting Medical Museums

The Kings Fund Centre [www.kingsfund.org.uk](http://www.kingsfund.org.uk)

London School of Hygiene and Tropical Medicine [www.lshtm.ac.uk](http://www.lshtm.ac.uk)

Wellcome Collection [www.wellcomecollection.org](http://www.wellcomecollection.org)

The Worshipful Society of Apothecaries of London [www.apothecaries.org](http://www.apothecaries.org)

Chelsea Physic Garden [www.chelseaphysicgarden.co.uk](http://www.chelseaphysicgarden.co.uk)

RCN Archive Edinburgh [www.rcn.org.uk>library>contact](http://www.rcn.org.uk>library>contact)

British Library [www.bl.uk](http://www.bl.uk)

Royal College of Midwives [www.rcm.org.uk](http://www.rcm.org.uk)

Hunterian Museum, Royal College of Surgeons (closed until 2020)

<https://www.rcseng.ac.uk/museums-and-archives/hunterian-museum/>

# Weekly Course Schedule

## Week 1

### Class 1: Introduction to the Course

#### Lecture and Group Discussion:

**Introduction to the course. Setting of personal aims and objectives.** Set specific goals for individual students to meet their learning needs. Learning outcomes; Useful websites and indicative reading.

Introduction to global health history and the impact over various timespans; understanding the professional identities of nurses and midwives and how much the roles have in common and how they have differed.

Students to consider a patient's journey through the timeline of history from a chosen period.

#### Follow-up Reading:

Hall, T. (2013): 'Preface' from *History of Medicine: All That Matters*

### Class 2: Field Study: The Wellcome Institute

**Discussion and Field Study:** The History of Science and the Role of the Enlightenment.

Visit to Wellcome Institute to view the Collection, register at library and to be able to access outstanding medical history library. Wellcome Collection [www.wellcomecollection.org](http://www.wellcomecollection.org)

**Reading:**

Hall, T. (2013): Part II, from *History of Medicine: All That Matters*  
Porter, Roy (2002): excerpts from *Blood & Guts*, Allen Lane Penguin Press, London.

**Class 3: History of Nursing and Midwifery in Context**

**Lecture:** World History to include the French Revolution, American War of Independence, conflicts and war, and other societal changes pertinent to the course of study. Comparing and contrasting the History of Nursing and Midwifery (introducing major contributors Florence Nightingale and Mary Seacole).

**Discussion:** Western, Eastern and other cultures' healthcare systems; Impacts of social change and evolving attitudes to social care.

**Reading:**

Excerpts from Baly, Monica (1997) *Florence Nightingale and her Legacy*, Whurr Publishers, London

**FIELD STUDY / SEMINAR FEEDBACK EXERCISE 1**

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**Week 2**

**Class 4: Field Study: The Florence Nightingale Museum**

Florence Nightingale and her legacy. Florence Nightingale Museum: <http://www.florence-nightingale.co.uk/>

**Reading:**

Excerpts from Bostridge, Mark (2008) *Florence Nightingale: The Woman and Her Legend*. Viking, London  
Excerpts from Bynum, William & Helen Eds. (2011) *Great Discoveries in Medicine*. Thames & Hudson Ltd. London

**Class 5: History of Public Health & Epidemiology**

**Lecture and Discussion:** Public Health & Epidemiology, including the history of tuberculosis.

**Reading:**

Excerpts from Bryder, Linda (1988) *Below the Magic Mountain, A Social History of Tuberculosis in Twentieth-Century Britain*. OUP New York  
Dormandy, Thomas (1999) *The White Death, A History of Tuberculosis*. The Hambledon Press London  
Jackson, Mark Ed. (2011): *The Oxford Handbook of the History of Medicine* OUP Oxford, Chapter 21, Graham Mooney, "Historical Demography & Epidemiology", 373–392

**Class 6: Field Studies: Guy's Hospital Gordon Museum, Operating Theatre and Herb Garret**

The Old Operating Theatre Museum: <http://oldoperatingtheatre.com/>  
The Gordon Museum of Pathology: <https://www.kcl.ac.uk/gordon/index.aspx>

**Reading:**

Hall, T. (2013): *History of Medicine: All That Matters, Part III*  
Excerpts from Dally, Ann (1991) *Women under the Knife, A History of Surgery*. Hutchison Radius London

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**Week 3**

**Class 7: Philosophy and Ethics in Healthcare History**

**Lecture and Discussion:** The Influences of Philosophy, Religion, Law and Ethics on Healthcare History (and how this has underpinned medical, nursing and midwifery history.) Opportunity to discuss points raised on the course so far and for students to contribute their own views on patients' journeys through history.

**Guest Speaker: History of Ante-Natal Care**, Professor Mary Nolan (University of Worcester) TBC

**Reading:**

Excerpts from Jonsen, Albert, R. (2000) *A Short History of Medical Ethics*, OUP, Oxford

Excerpts from Porter, Roy. (1999) *The Greatest Benefit to Mankind*. Harper Collins, London

Excerpts from Tew, Margaret (1990): *Safer Childbirth? A Critical History of Maternity Care*, Chapman Hall, London

**FIELD STUDY / SEMINAR FEEDBACK EXERCISE 2****Class 8: Cultural Influences on Healthcare Provision**

**Lecture and Discussion:** Global health: cultural influences, with specific reference to the provision of healthcare.

**Guest Speaker:** History of Psychiatry, Professor Peter Nolan (Emeritus Professor Stafford University) TBC

**Reading:**

Excerpts from Tallis, Raymond (2004) *Hippocratic Oaths, Medicine and its Discontents*. Atlantic Books, London

Excerpts from Nolan, Peter (1992): *History of Mental Health Nursing*, Chapman Hall, London

Excerpts from Rosen, George (1993) *A History of Public Health*, The Johns Hopkins University Press. New York

**STUDENT PRESENTATIONS****Class 9: Field Studies: Society of Apothecaries and Chelsea Physic Garden**

The Worshipful Society of Apothecaries of London [www.apothecaries.org](http://www.apothecaries.org)

Chelsea Physic Garden [www.chelseaphysicgarden.co.uk](http://www.chelseaphysicgarden.co.uk)

**Reading:** TBC

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**Week 4****Class 10: Comparative Perspectives on Nursing and Midwifery History**

**Lecture and discussion:** The major influences of nursing and midwifery history and how this has impacted on 21<sup>st</sup> century healthcare. **Synthesis and review of course content.**

**Guest Speaker on Midwifery History** (TBC)

**Reading:**

Excerpts from Tew, Margaret (1990): *Safer Childbirth? A Critical History of Maternity Care*, Chapman Hall, London

Excerpts from Donnison, Jean (1977): *Midwives and Men* Heineman London

Excerpts from Marland, Hilary (1993): *The Art of Midwifery: Early Modern Midwives in Europe*, Wellcome Institute.

**RESEARCH PAPER DUE****Class 11: Field Study: Foundling Museum and Bloomsbury, Great Ormond Street Hospital for Children**

**Walking tour:** *City Stories: Medical London – Bloomsbury* and visit to the Coram Foundling Museum.

Healthcare, philanthropy and the development of the medical marketplace in London; neonatal and paediatric care.

The Coram Foundling Museum, Bloomsbury: <http://www.foundlingmuseum.org.uk/>

City Stories: Medical London: <https://itunes.apple.com/gb/app/city-stories-medical-london/id368261656?mt=8>

Great Ormond Street Hospital: <http://www.gosh.nhs.uk/>

**Reading:**

Gillian Pugh (2012): *London's Forgotten Children: Thomas Coram and the Foundling Hospital*, Gresham College Public Lecture.

Available on Youtube at [https://www.youtube.com/watch?v=E6gO\\_TYmAZA](https://www.youtube.com/watch?v=E6gO_TYmAZA) and as a podcast and transcript at:

<https://www.gresham.ac.uk/lectures-and-events/londons-forgotten-children-thomas-coram-and-the-foundling-hospital>



## Class 12: Final Discussion and Exam

### **Short answer exam (2 hours) and final discussion**

Global trends and futures of nursing practice. Feedback of assignment results. Consolidation and evaluation of the course and site visits.

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## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). More than two unauthorized absences are considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program.

**Missing classes for medical reasons:** Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must contact [LondonAdvising@capa.org](mailto:LondonAdvising@capa.org) and provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

**Use of Electronic Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behaviour during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.