

Course Last Updated 9/11/2024



University of
New Haven

Global Perspectives on Nursing and Midwifery History

Section I: Course Overview

Course Code: HLT313/HIS313

Subject Area(s): Health Sciences, History

Prerequisites: One 200-level course or two 100-level courses in health sciences or another relevant subject area

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

This course is an exciting opportunity to experience nursing and midwifery history in the UK and further afield focusing on major influences in the development of nursing and midwifery practice. Case studies are drawn from London, the UK and continental Europe, with comparative perspectives from the rest of the world where appropriate. Topics include the consequences of social change, evolving attitudes to social care, and the role of the Enlightenment, French revolution and American Independence in shaping cultures and practices of nursing care.

Medical breakthroughs, public health, epidemiology (social determinants of health), religion, philosophy, ethics, law, sociology and economics that have played a part and influenced clinical practice are discussed throughout the course. Field studies to a broad range of distinctive museums and galleries to consider the depth of nursing and midwifery history as well as lectures by professionals from Public Health and Epidemiology fields are distinguishing elements of the course.

Learning Objectives

- Articulate the significance of the history of nursing and midwifery and its impact on current healthcare from a global perspective.

- Understand the wider aspects of social and public health developments and how they are shaping current midwifery and nursing practices.
- Assess critically existing perspectives and controversies in the nursing and midwifery field.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Oral Presentation - 10%

Field Study / Seminar Feedback Exercises - 10%

Research Paper - 30%

Final Exam - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Engagement in seminars will be assessed during each seminar. This is an intensive seminar class. As such, active participation in classroom discussion is an expected component of the course and will enhance students' understanding of the material for their research and online visit papers, presentation and exam. Lecture material and online visit encourage discussion based on students' observations as well as insights from course materials. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner through relevant comments, questions, and analysis.

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 Exercises (10%): These two short assignments (500 words each) 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.

Research Paper (3000 to 4000 words; 30%): 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.

Final Exam (30%): 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/medical history.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Field Study to Science Museum
- Chelsea Psychic Garden

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Baly, Monica 1997 Florence Nightingale and her Legacy, Whurr Publishers, London

Bostridge, Mark (2008): Florence Nightingale, The Woman and her Legend, Viking, London.

Bryder, Linda (1988) Below the Magic Mountain, A Social History of Tuberculosis in Twentieth-Century Britain.

Dally, Ann (1991) Women under the Knife, A History of Surgery. Hutchison Radius London

Donnison, Jean, (1977) Midwives and Medical Men, A History of the Struggle for the Control of Childbirth

Dormandy, Thomas (1999) *The White Death, A History of Tuberculosis*. The Hambledon Press London

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

Grob, G. (1994) *The mad among us: A History of care of America's mentally ill*. Free Press, New York.

Hall, T. (2013): *History of Medicine: All That Matters*

Jackson, Mark Ed. (2011): *The Oxford Handbook of the History of Medicine* OUP Oxford, Chapter 21, Graham Mooney, "Historical Demography & Epidemiology"

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

Marmot, Michael (2015) *The Health Gap, The Challenge of an Unequal World.*, Bloomsbury, London.

McCrae, Niall, and Nolan, Peter (2017) *The Story of Nursing in British Mental Hospitals*, Routledge, Oxford.

Michael Odent (2015) *Do we need midwives?* Pinter and Martin, London
OUP, New York.

Porter, Roy (2002) *Blood & Guts*, Allen Lane Penguin Press, London.

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

Robbie E. Davis -Floyd and Carolyn F. Sargeant (Eds) (1997) *Childbirth and Authoritative Knowledge, Cross Cultural Perspectives*. University of California Press, USA.

Sheila Kitzinger (2015) *A Passion for Birth*, Pinter and Martin, London (pages 165-185)

Small, Hugh (2016): *A Brief History of Florence Nightingale and Her Real Legacy, a Revolution in Public Health*, Robinson, London.

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

Tew, Margaret (1990): *Safer Childbirth? A Critical History of Maternity Care*, Chapman Hall, London (Particularly Chapter 3)

Warnock, Mary (2001) *An Intelligent Person's Guide to Ethics*, Duckbacks, Surrey, UK.

Recommended Reading(s)

Lindsey Fitzharris, *The Facemaker: One Surgeon's Battle to Mend Disfigured Soldiers of WW1* UK, Penguin, 2023

Lindsey Fitzharris, *The Butchering Art of Victorian Medicine*, UK Penguin, 2018

Robert Whitaker, *Mad in America (Revised): Bad Science, Bad Medicine and the Enduring Mistreatment of the Mentally Ill*, New York, Basic Books, 2019

Patrick Radden Keefe, *Empire of Pain, The Secret History of the Sackler Dynasty*, London, Picador, 2021

Abel-Smith, Brian (1960): *History of the Nursing Profession*, Heinemann, London.

Baly, Monica (1997): *Florence Nightingale and the Nursing Legacy*, Whurr Publishers, London.

Baly, Monica (1980): *Nursing and Social Change*, 2nd Ed., Heinemann, 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.

Donnison, Jean (1977): Midwives and Medical Men, A History of the Struggle for the control of Childbirth, Heinemann, London. Marland, Hilary (1993): The Art of Midwifery: Early Modern Midwives in Europe, Wellcome Institute Series, London.

Hall, Tim (2013) History of Medicine All that matters, Hodder & Stoughton, London.

Jackson, Mark (2014) The History of Medicine, A beginner's guide, One World Publications, London, England

Marmot, Michael (2015) The Health Gap, The Challenge of an Unequal World., Bloomsbury, London.

McCrae, Niall & Nolan, Peter (2017) The Story of Nursing in British Mental Hospitals, echoes from the corridors, Routledge, London & New York.

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. (1999) The Greatest Benefit to Mankind. Harper Collins, London

Porter, Roy (2002): Blood & Guts, Allen Lane Penguin Press, London.

Porter, Roy (2002): Madness, A Brief History, Oxford University Press, Oxford.

Robinson, Jane (2005): Mary Seacole: The Charismatic Black Nurse who became a Heroine of the Crimea, Constable and Robinson Ltd., London.

Small, Hugh (2016): A Brief History of Florence Nightingale and Her Real Legacy, a Revolution in Public Health, Robinson, London.

Tew, Margaret (1990): Safer Childbirth? A Critical History of Maternity Care, Chapman and Hall, London.

Warnock, Mary (2001) An Intelligent Person's Guide to Ethics, Duckbacks, Surrey, UK.

Lynaugh, J E Editor. et. al. Nursing History Review. Springer publishing Co. New York

Course Calendar

Session 1	
Topics	INTRODUCTION TO THE COURSE
Activity	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. Discussion around assignment topic. Introduction to global health history and the impact over various timespans plus.

	An overview of the History of Healthcare Medicine/Nursing /Midwifery. Changes in society responsible for changes in disease pattern. To consider some significant events across the time frame of medical history to provide an historical context.
Readings and Assignments	

Session 2	
Topics	FIELD STUDY
Activity	Field Study to the Science Museum
Readings and Assignments	<p>Readings: Hall, T. (2013): Part II, from History of Medicine: All That Matters Porter, Roy (2002): excerpts from Blood & Guts, Allen Lane Penguin Press, London. (Pages 1-20) Excerpts from Dally, Ann (1991) Women under the Knife, A History of Surgery. Hutchison Radius London (Pages 20-34)</p> <p>Assignments: To look at the Wellcome Medical Collection https://www.sciencemuseum.org.uk/see-and-do/medicine-wellcome-galleries</p>

Session 3	
Topics	PHILOSOPHY AND ETHICS IN HEALTHCARE HISTORY
Activity	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.
Readings and Assignments	<p>Readings: Warnock, Mary (2001) An Intelligent Person's Guide to Ethics, Duckbacks, Surrey, UK. This is a slim volume, easily readable pages 108-130. Other Reading for those interested: 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 Tallis, Raymond (2004) Hippocratic Oaths, Medicine and its Discontents. Atlantic Books, London</p>

Session 4	
Topics	PHILOSOPHY AND ETHICS IN HEALTHCARE HISTORY
Activity	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.
Readings and Assignments	<p>Readings: Warnock, Mary (2001) An Intelligent Person's Guide to Ethics, Duckbacks, Surrey, UK. This is a slim volume, easily readable pages 108-130. Other Reading for those interested: Excerpts from Jonsen, Albert, R. (2000) A Short History of Medical Ethics, OUP, Oxford</p>

	Excerpts from Porter, Roy. (1999) The Greatest Benefit to Mankind. Harper Collins, London Excerpts from Tallis, Raymond (2004) Hippocratic Oaths, Medicine and its Discontents. Atlantic Books, London
--	---

Session 5	
Topics	HISTORY OF PUBLIC HEALTH & EPIDEMIOLOGY
Activity	Lecture /Seminar and Discussion: Public Health & Epidemiology, including the history of tuberculosis.
Readings and Assignments	Readings: Excerpts from Bryder, Linda (1988) Below the Magic Mountain, A Social History of Tuberculosis in Twentieth-Century Britain. OUP, New York. (Pages 97-129) Dormandy, Thomas (1999) The White Death, A History of Tuberculosis. The Hambledon Press London (Pages 377-392) Jackson, Mark Ed. (2011): The Oxford Handbook of the History of Medicine OUP Oxford, Chapter 21, Graham Mooney, "Historical Demography & Epidemiology", (Pages 373-392) Hall, T. (2013): History of Medicine: All That Matters, Part III

Session 6	
Topics	SEMINAR/ FIELD STUDY: FOUNDLING MUSEUM, BLOOMSBURY
Activity	The Coram Foundling Museum. Healthcare, philanthropy and the development of the medical marketplace in London; neonatal and paediatric care.
Readings and Assignments	Readings: 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=E6g0_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 Assignments: 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/

Session 7	
Topics	COMPARATIVE PERSPECTIVES ON NURSING AND MIDWIFERY HISTORY
Activity	Lecture and discussion: The major influences of nursing and midwifery history and how this has impacted on 21st century healthcare. Synthesis and review of course content. Understanding the professional identities of nurses and midwives and how much the roles have in common and how they have differed. Comparing and contrasting the history of nursing and midwifery (introducing major contributors Florence Nightingale and Mary Seacole.
Readings and Assignments	Readings: excerpts from Baly, Monica 1997 Florence Nightingale and her Legacy, Whurr Publishers, London (pages 1-5 and 201 -221)

	<p>Small, Hugh (2016): A Brief History of Florence Nightingale and Her Real Legacy, a Revolution in Public Health, Robinson, London.</p> <p>Bostridge, Mark (2008): Florence Nightingale, The Woman and her Legend, Viking, London.</p> <p>Marmot, Michael (2015) The Health Gap, The Challenge of an Unequal World., Bloomsbury, London.</p>
--	---

Session 8	
Topics	Midterm Break

Session 9	
Topics	SEMINAR & FIELD TRIP TO CHELSEA PHYSIC GARDEN ROLE OF PHARMACY IN HEALTHCARE
Activity	<p>Chelsea Physic Garden</p> <p>Sir Hans Sloan, his role and influence</p> <p>To consider the role played by Apothecaries in the development of medicine both from their role in pharmacology and also in the development of other practices to help the sick.</p>
Readings and Assignments	<p>Readings:</p> <p>The Worshipful Society of Apothecaries of London www.apothecaries.org Chelsea Physic Garden www.chelseaphysicgarden.co.uk</p>

Session 10	
Topics	VISIT TO GUY'S HOSPITAL, GORDON PATHOLOGICAL MUSEUM FIELD TRIP
Activity	<p>The Gordon Museum is a Medical Museum and part of Guy's and King's College Hospital Medical School. Entry to the museum is restricted to only those who are studying or practising within healthcare.</p> <p>Strictly no photographs as the Museum are governed by the Human Tissue Act.</p>
Readings and Assignments	

Session 11	
Topics	FIELD STUDY
Activity	<p>Discussion then Field Trip</p> <p>Old Operating Theatre 11.30-12.45</p> <p>This is situated very close to Guy's Hospital where you were on Monday this week.</p>
Readings and Assignments	<p>Readings:</p> <p>Excerpts from Dally, Ann (1991) Women under the Knife, A History of Surgery. Hutchison Radius London (Pages 20-34)</p> <p>Excerpts from Porter, Roy. (1999) The Greatest Benefit to Mankind. Harper Collins, London</p> <p>https://www.oldoperatingtheatre.com</p>

Session 12	
Topics	THE HISTORY OF BIRTH, AND THE STRUGGLE FOR WOMEN-CENTRED CARE
Activity	<p>History of Psychiatry and Mental Health Nursing.</p> <p>An historical view of the healthcare provided for those diagnosed with mental health problems.</p>

Readings and Assignments	Readings: Robbie E. Davis -Floyd and Carolyn F. Sargeant (Eds) (1997) Childbirth and Authoritative Knowledge, Cross Cultural Perspectives (pages 55-79) University of California Press, USA. Sheila Kitzinger (2015) A Passion for Birth, Pinter and Martin, London (pages 165-185) Michael Odent (2015) Do we need midwives? Pinter and Martin, London (pages 9-22) Tew, Margaret (1990): Safer Childbirth? A Critical History of Maternity Care, Chapman Hall, London (Particularly Chapter 3) Donnison, Jean, (1977) Midwives and Medical Men, A History of the Struggle for the Control of Childbirth (Page 34-52) McCrae, Niall, and Nolan, Peter (2017) The Story of Nursing in British Mental Hospitals, Routledge, Oxford. (Pages 1-42) Grob, G. (1994) The mad among us: A History of care of America's mentally ill. Free Press, New York.
--------------------------	--

Session 13	
Topics	Research Paper Review
Activity	Students discuss results of their research in small groups
Readings and Assignments	Research Paper due

Session 14	
Topics	Final Exam Review
Activity	In class review session
Readings and Assignments	Bring questions from semester

Session 15	
Topics	FINAL DISCUSSION AND EXAM
Activity	Short answer exam (2 hours) and final discussion Global trends and futures of nursing practice. Consolidation and evaluation of the course and site visits. Hand in assignments
Readings and Assignments	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity,

critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.