

Pioneering theories in nursing

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edited by

**Austyn Snowden,
Allan Donnell and Tim Duffy**



Note

Healthcare practice and knowledge are constantly changing and developing as new research and treatments, changes in procedures, drugs and equipment become available.

The author and publishers have, as far as is possible, taken care to confirm that the information complies with the latest standards of practice and legislation.

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Foreword

Sir George Castledine

Questions are often asked about the historical basis of nursing and too often people assume that there is little more to our evolution than Florence Nightingale. This book demonstrates that there is more to nursing theorists than many would care to appreciate.

It is about our heritage, our culture, our body of knowledge and most of all about the people who have formed and developed theories of nursing. Much of their work is based on what they have experienced and the circumstances that have existed during their lifetime practising, studying and thinking about nursing. Their efforts give us purpose and direction and most of all make us think about what it is we are doing when we say we practise nursing. We should be proud of our heritage and our past because by looking back and reading what these pioneers in nursing have to say we realise the richness of our roots and the value of our academic thinkers to the development of our profession.

At times, nursing, although practised over the centuries, is little understood and often simplified without thinking about what it is that gives us our direction and discipline. There are those who believe that such theorists are a waste of time; that it is not necessary in today's world to bother about the past. There is a danger of too much political interference and management direction of what it is we must do for the organisation rather than for our patients. Specialisation of healthcare is leading us towards a medicalised model where nurse specialists and advanced practitioners are seen more as mini-doctors, medical assistants or technicians.

This is, therefore, a very timely book which should be compulsive reading for all nursing students and serious professional registered nurses. For students it will give an idea of the basis of nursing and the

different ways it can be interpreted in various settings. As for the qualified nurse it is good to have a source that can be dipped into to explore aspects of nursing forgotten or lost in the 'rat' race to meet targets and satisfy the whims of others.

Theories may be viewed as visions giving intellectual insight into phenomena, but for maximum significance and impact they should be explanatory and predictive in nature so as to guide professional practice. This book examines 27 theorists and their work in a simplified and creative way. The book is divided into five discrete but innovative sections and readers are encouraged to explore the theorists through their biography, a summary of their writing, the theories themselves and their application to practice. We are then taken on to look at their links to other theorists and their influence in general. Key dates are given to help trace the significant times that influenced the theorist and the text is easy to follow, motivating one to read on and learn more.

The approach is ideal for the casual reader because of the simplified way the information is presented; yet for those who want to explore the subject in more depth there are excellent references for further reading.

I am extremely happy to recommend this book to all nurses and to those who want an introductory guide as to what is the true basis of nursing. I am sure it will become an invaluable reference and essential reading for all undergraduate and certain postgraduate courses. It certainly deserves high recognition and the authors should be congratulated on an excellent piece of work.

I strongly urge you to read this book and immerse yourself in the historical and essential roots of nursing theory and practice.

Austyn Snowden

Austyn Snowden has 25 years of international mental health nursing experience, mostly in the care of the older adult. He is a specialist practitioner in gerontological nursing and an independent prescriber and has just completed a PhD developing a theory of how competence is developed within the field of prescribing. The PhD also led to the development of concurrent analysis, a novel method of qualitative research.

Over the past four years Austyn has developed an international reputation within the field of non-medical prescribing. He is a regular speaker at national and international nurse prescribing events and is a peer reviewer for numerous journals on the topic. He is a member of the editorial boards of Quay Books and the journal *Nurse Prescribing*, and is the author of *Prescribing and mental health nursing*, a well-reviewed textbook on medicine management in mental health nursing. He has also had numerous peer-reviewed journal articles and book chapters published on subjects such as classification of mental illness, ethics and originality. He is currently a lecturer in mental health nursing at the University of West of Scotland and a research fellow in psychological care and treatment. In partnership with Macmillan cancer support and NHS Ayrshire and Arran he is currently evaluating a project on distress management in cancer services.

Allan Donnell

Allan Donnell is a Senior Lecturer and Programme Leader for the Pre-Registration Mental Health Nursing Programmes at the University of the West of Scotland. Allan trained as a schoolteacher at Craigie College of Education in Ayr but following several summer jobs as a nursing assistant in Dykebar Hospital in Paisley decided that his interest lay in mental health nursing and he left teaching to study for his RMN. This he obtained in 1982 when he returned to Dykebar Hospital as a staff nurse in a rehabilitation unit. His nursing career was spent in the West of Scotland between Dykebar and the Argyll and Bute Hospitals where he was Charge Nurse for long-stay and rehabilitation units

and where he gained some experience in community psychiatric nursing.

Whilst on secondment to Argyll and Clyde Health Board in a quality assurance position it became clear that education was his real passion and Allan was successful in obtaining a nurse tutor's position at Argyll Renfrewshire and Dumbarton College of Nursing and Midwifery. At that time he also obtained his BSc in Nursing Studies at Glasgow Caledonian University and subsequently his Masters in Nursing (Education) at Glasgow University.

Recently Allan has returned to Ayr and now works at the University of the West of Scotland's campus in the town. He continues to be interested in how students learn the skills required to help people with mental health problems and in particular how empathy and engagement skills can be taught and developed.

Tim Duffy

Until recently Tim Duffy has been the Director of Distance Learning within the School of Health, Nursing and Midwifery at the University of the West of Scotland. He is a qualified social worker and specialised in working with people with alcohol and drug-related problems. For six years he was National Training Officer with responsibility for training social work and healthcare personnel to develop strategies to help motivate clients and patients of all ages to reduce problems related to alcohol and drug use.

Since 1995 he has supported the development, delivery and evaluation of a range of undergraduate and post-graduate distance learning programmes including the BSc in Nursing Studies (with Gerontology). In this role he has supported academic staff to develop and deliver distance learning teaching materials for students in 28 countries.

Tim's PhD study evaluated the impact of a Self-Administered Motivational Instrument (the SAMI) in a UK Higher Education setting. He has researched student learning styles and approaches to study, student motivation, methods of supporting students online and student retention. Tim is now a full-time researcher specialising in psychosocial interventions within a wide range of health and social care settings.

Contributors

Mandy Allison

Mandy Allison is 47 years old and recently graduated as a Mental Health Nurse from the University of the West of Scotland. Formerly, Mandy lived in the City of London where she had worked in organisational development and training over a 20-year period. It was while working on a project for Marie Curie Cancer Care, that Mandy realised she wanted to be a nurse. Mandy is a regular contributor on the readers' panel at the *Nursing Standard* where she has recently had several reflections published.

John Atkinson

John Atkinson is a community nurse by background. Originally from London, he has lived and worked in Scotland since 1984. His clinical and academic work has mainly focused on caring for marginalised people, including the homeless, prisoners and those with HIV. He has also undertaken environmental and human health work in Malawi. Since 1999 he has worked at the University of the West of Scotland (previously the University of Paisley) as senior lecturer, Associate Dean and Professor of Community Health and Postgraduate Studies. He has published widely and his academic website is at <http://myprofile.cos.com/atkinson22>.

Margaret M Brown

Margaret M Brown is a Lecturer in Mental Health Nursing within the School of Health, Nursing and Midwifery at the University of the West of Scotland. Margaret is a Registered Nurse in Mental Health and has worked for a number of years in a wide range of mental healthcare settings, finally specialising in the care of the older adult with mental healthcare needs. She also worked for five years as a lecturer/practitioner before moving to a full-time educational role. She has had an enduring interest in the practical application of nursing theories into the care setting and led a group of mental health nurses who successfully implemented Peplau's theory in community mental health nursing across a wide range of specialist teams. Margaret teaches mental health nursing and the care of the older adult in both pre-registration and post-registration courses and her research interests include the mental healthcare needs of older adults and the care of the person with advanced dementia.

Yvonne Christley

Yvonne Christley was born in Dublin and completed undergraduate and graduate studies at the Queen's University Belfast, the University of Ulster and Glasgow Caledonian University. She is a Registered Nurse and has enjoyed a varied career in clinical practice, research and education. After spending a number of years specialising in cardiothoracic intensive care Yvonne

integrated her passion for nursing and research by moving to the Royal College of Nursing as a Policy Advisor. Whilst in this post she specialised in public health, primary care and independent sector policy research and produced numerous policy position papers in these areas on behalf of nurses and nursing.

Over the next few years Yvonne continued to gain experience and knowledge undertaking research which culminated in her appointment to the Glasgow Centre of Population Health (GCPH). While at the GCPH she was a key member of the team responsible for the groundbreaking Glasgow Community Health and Wellbeing Research and Learning Programme. Yvonne is currently a lecturer at the University of the West of Scotland and has a special interest in research and public health. She is completing a PhD on the emotional health and wellbeing of people suffering from chronic fatigue syndrome.

Valerie Douglas

Valerie Douglas is a Lecturer at the University of the West of Scotland. She is a Registered Nurse and Midwife with a wide range of clinical experience which includes emergency care, midwifery, neonatal nursing and community nursing. She worked as a clinical teacher in pre- and post-registration nursing for about four years before doing a teacher training course at Strathclyde University, Glasgow from 1992 to 1993. During her time in nurse education, she has been involved in curriculum development of a Diploma/BSc in Nursing, the development of post-registration nursing modules on infection control and caring for the older adult in the community.

Valerie has a special interest in research and disaster/major incident preparedness. She initiated a collaborative approach with three Health Boards and the Scottish Ambulance Service to develop two disaster management modules at the University of Paisley. Valerie was responsible for the coordination of these modules from 2003 to 2007. These modules were accessed by paramedics and registered nurses. In 2008, she carried out a study on the contribution of community nurses to major incident management

Throughout her nursing career Valerie has always been interested in the application of nursing theories as a vehicle for enhancing patient care.

Lorraine Duers

Lorraine Duers (nee Keenan) is a Lecturer in Adult Nursing within the School of Health, Nursing and Midwifery at the University of the West of Scotland (UWS). She is a Registered General Nurse who qualified from Glasgow Royal Infirmary in 1983. It was on qualifying that she became increasingly interested in the Roper, Logan and Tierney model of nursing and its application within the

practice areas. Other professional qualifications include midwifery and health visiting. As a health visitor, she became team leader and lead nurse for clinical governance and also set up a nurse-led asthma clinic within the practice to which she was attached. She is also a Registered Nurse Prescriber. In 2002, she made the transition from practice into higher education and became a registered teacher. Within UWS she is involved in the Staff Student Liaison Committee and admissions team and co-ordinates a year 1 module on reflection for nursing practice. Academic qualifications include a BSc in Health Studies, Postgraduate Diploma in Asthma and an MSc in Nursing and Applied Education. At present she is undertaking EdD studies, exploring the place and purpose of formative assessment within the student nurse curriculum.

Kathleen Duffy

Kathleen Duffy is a Senior Lecturer, Department of Adult Nursing and Health within the School of Health at Glasgow Caledonian University. She is a qualified nurse and a Registered Nurse Teacher. Following completion of her initial nursing degree Kathleen worked as a staff nurse within acute medicine. She then undertook a general intensive care nursing course working within a cardiothoracic unit before returning to acute medicine as a ward sister. After completing a post-graduate certificate in education, she undertook her Masters degree in Nursing. Kathleen has a long-standing interest in mentorship, student support and practice-based education issues. Her expertise in the area of mentorship and practice-based assessment is recognised both locally and nationally as a result of her Nursing and Midwifery Council scholarship and PhD work around the issues of failing to fail. She was awarded her PhD in 2006 for a thesis entitled 'Weighing the balance: A grounded theory study of the factors that influence the decision regarding the assessment of students' competence in practice'. She is currently involved in research exploring experiences of students who are failing in clinical practice, enhancing the learning environment and student retention.

Raymond Duffy

Raymond Duffy is currently a Nurse Lecturer in Gerontology at the University of the West of Scotland. He has been a Nurse Lecturer since 1995 initially teaching pre-registration adult nursing. Since 2001 he has been teaching post-registration gerontology courses. He is also an experienced distance learning and online learning tutor who has developed and written a number of eLearning and distance learning modules for his current employer. He is a member of the Higher Education Academy and also the Royal College of Nursing Older People's Forum and Respiratory Nurse Forum. Since 2002 he has been a Member of Alzheimer's Scotland NHS and Community Health Care Committee. He is also a Committee Member of the British Computing Society Health (Scotland) Specialist Group.

Brian Johnston

Brian Johnston is a Lecturer within the School of Health, Nursing and Midwifery at the University of the West of Scotland. He is a Registered Nurse and has specialised in the care of older people.

Brian joined the University of the West of Scotland in 2009. Prior to taking up post he has held a variety of posts including working as a Community Psychiatric Nurse for older people, Clinical Nurse Manager within an Assessment Unit for older people and most recently the Older People's Services Co-ordinator within a primary care setting.

During his nursing career Brian has been interested in how services are developed and delivered to older people, particularly how health and social care services work together. He is particularly focused on how these services are targeted to vulnerable individuals with the greatest needs. This interest allowed Brian to be involved in a few secondments including working as a project manager with NHS Education for Scotland on the Joint Future agenda and more recently to work on a community-based project to develop a protocol that supports vulnerable people with the administration of prescribed medication.

Anne Kay

Anne Kay is a Mental Health Nursing Lecturer in the School of Health, Nursing and Midwifery at the University of the West of Scotland. She worked for a number of years as a mental health nurse in a variety of clinical environments including care of the elderly, acute admissions and rehabilitation. Anne has worked in nurse education since 1985, initially as a clinical teacher and now as a lecturer. She has been responsible for introducing a wide range of subjects to the curriculum. Her teaching is focused in pre-registration where she has been commended for her innovative approach to student development. She is currently responsible for a module entitled 'Becoming a person', which focuses on the development of vulnerability or resilience across the lifespan and contains a strong emphasis on the child and young person within the context of the family. Her research interests include critical thinking, reflection in nursing, the arts in nursing, and communication skills.

Kenny Keegan

Kenny Keegan is a Mental Health Nursing Lecturer in the School of Health, Nursing and Midwifery at the University of the West of Scotland.

He worked as a mental health nurse for 17 years in a wide variety of clinical environments including care of the elderly, rehabilitation, acute, and forensic mental healthcare. During the 1990s he worked in several seconded research posts within Lanarkshire Health Board and authored and co-authored three major reports concerning service development for severe and enduring mental health needs. Now a qualified higher education teacher he has taught within the pre- and post-

registration nursing programmes at the University of the West of Scotland since 2002. His teaching and research interests include ethics, schizophrenia, student nurse reflection, learning and portfolio development.

Angela Kydd

Angela Kydd is a Senior Lecturer in Gerontology within the School of Health, Nursing and Midwifery at the University of the West of Scotland. She is a qualified general and mental health nurse, specialising in the care of older people. She joined the University of the West of Scotland in 1995. During this time she has designed and delivered modules at degree, honours and masters level in gerontology. She has also designed a gerontology programme for the World Health Organization and has taught in Finland, Sweden and Slovenia. She is a visiting professor at the College of Nursing in Jesenice, Slovenia.

For six years she was programme leader for the Nurse Specialist in Gerontological Nursing honours course and for three years was programme manager for an Erasmus Intensive Programme. She was programme lead for three years for the Overseas Nursing Programme and has been a co-ordinator of one of the on-line degree research modules. She has also designed and delivered workshops on aspects of best practice for the care of older people for hospitals, NHS 24, and care homes.

Since 2005, she has been involved in teaching, evaluation and research. One evaluation centred on the effectiveness of a rapid response team in a Scottish Health Board and one for Alzheimer's Scotland on evaluating the process of a training for trainers programme on palliative care and dementia. Her research has included work with colleagues in Sweden on healthcare beliefs of women with diabetes and she is currently working with colleagues from the US, Slovenia and Sweden on attitudes towards healthcare professionals who work with older people.

Angela has run a gerontology interest group for 11 years in the Paisley campus and has recently started one in the Hamilton campus. This is a multi-professional group that meets three times a year to share good practice in the care and well-being of older people.

Angela's PhD study, which was completed in 2006, was on the policy and practice of older people classed as 'delayed discharges'. She has a keen interest in frail older people and has developed a Masters module in frailty which will run in February 2010.

Angela is an active member of the Sigma Theta Tau organisation and a steering group member of the British Society of Gerontology (Scotland), she is also a steering group member of NHS Health Scotland Mental Health and Well Being in Later Life Group.

Glenn Marland

Glenn Marland is Senior Lecturer and Vice Chair of the Mental Health Subject Development Group, within the School of Health, Nursing and Midwifery at the University of the West of Scotland. He is a registered

mental health nurse and has spent most of his career in nurse education. He is committed to team building, innovative curriculum development and effective liaison with stakeholders. His special interests are mental health promotion, research, writing for publication and management and leadership.

Glenn's PhD study explored patterns of medicine taking decision making in people with a diagnosis of schizophrenia in comparison to those with asthma and epilepsy.

Billy Mathers

Billy Mathers is a Lecturer in Mental Health Nursing at the University of the West of Scotland. After qualifying as a mental health nurse he then trained in counselling. Thereafter he worked in forensic units for several years and later as a community psychiatric nurse (CPN) in east London. In his early research he studied the changing role of the CPN in newly formed community mental health teams and the role of the CPN in community depot clinics. This research has been presented at conferences both nationally and internationally.

He commenced working in higher education in 1995 and was for many years module leader for both pre-registration and post-registration mental health nursing programmes. Billy's Doctor in Education study evaluated a training programme for acute mental health nurses and examined ways to increase their therapeutic clinical involvement. He is currently campus lead in the pre-registration mental health nursing programme and campus mental health lead in the mentorship programme.

Gerry McGhee

Gerry McGhee is a Mental Health Lecturer within the School of Health, Nursing and Midwifery at the University of the West of Scotland. He is a registered mental health nurse who specialised in community psychiatry, working as a community psychiatric nurse for eight years. He entered education in 1989 qualifying as a Registered Nurse teacher in 1990. During his time in nurse education he has worked at both undergraduate and postgraduate levels, as well as delivering a variety of in-service training programmes within the NHS.

In 1994 Gerry graduated from the University of Glasgow with a Masters in Nursing specialising in health promotion. During the mid to late 1990s he specialised in this topic, teaching the health promotion theme within the new Project 2000 diploma courses. He has a strong interest in maternal mental health, a subject he taught across all the undergraduate courses.

Gerry's PhD study examined the relationship that developed between a professional care worker and a carer of a person with dementia. He currently has a significant input into the research culture within the University of the West of Scotland, both teaching research methods to undergraduate and postgraduate students as well as supervising students at Masters and PhD levels.

Mary Milligan

Mary Milligan is a Senior Lecturer within the School of Health, Nursing and Midwifery, University of the West of Scotland. She is also currently Vice-chair of the Adult Nursing Subject Development Group within the School.

A Registered Nurse, Mary has worked in nurse education since 1985 and is programme leader for the Diploma of Higher Education in Nursing by open learning, a programme for experienced first and second level nurses. Since 1995 she has been involved in the development and implementation of a process of accrediting experience-derived learning and she is interested in the influence of experiential learning on professional judgement.

Mary is also interested in the influence of perceived boundaries on recruitment, retention, professional development and career progression. Her doctoral study concerned enrolled nurses' experiences of conversion to first level and she is currently involved in the development and evaluation of two modules designed for potential applicants to pre-registration nursing programmes, First Steps to Nursing and Personal Qualities for Nursing.

Stuart Milligan

Stuart Milligan is a member of the team of cancer and palliative care lecturers at the University of the West of Scotland. He is also employed by Ardgowan Hospice, Greenock as hospice education facilitator. His employment history has included spells as a research biologist (during which he obtained his PhD) and 15 years of nursing practice (including experience in surgical, hospice and community specialist palliative care nursing). In his current role, Stuart is responsible for the delivery of a range of modules at graduate and postgraduate levels. At Ardgowan Hospice, he provides an education service for over 80 staff and contributes to the training of the hospice's considerable team of volunteers.

Stuart plays an active role in developing palliative care in his own locality and further afield. He is currently involved in delivering training on end-of-life care pathways to district nurses and GPs. He advises on the planning and delivery of palliative care services. He also gives talks to community groups, patient groups and schools on topics such as spiritual health and healthy grieving. He is active in palliative care research and has published work on oral care and spirituality. His current research interest is breakthrough pain.

Maria Pollard

Maria Pollard is a Midwife Lecturer and Supervisor of Midwives at the University of the West of Scotland. She qualified as a nurse in 1987 and a midwife in 1990. As a registered midwife she predominantly practised in the labour suite and latterly as a practice development midwife.

Since moving into education she has been involved in the development and teaching of both pre- and pos-

registration programmes and is programme leader for the preparation of supervisors of midwives. As well as education, her main areas of interest are breastfeeding, supervision of midwives and normal childbirth.

Maria is currently studying for a doctorate in education, exploring how student midwives learn about breastfeeding. She was also recently involved in a large interdisciplinary research study on the relationship between the environment, crop elements, diet, nutrition, health and educational outcome in Malawi.

Catherine Rae

Catherine Rae is an Associate Lecturer within the School of Health, Nursing and Midwifery at the University of the West of Scotland (UWS). She is also an Associate Researcher with the Dementia Services Development Centre, Stirling University. Her research is primarily around dementia although in recent years it has included palliative care, learning disability, and dementia as well as research in other health-related areas.

At present Catherine is a distance learning tutor for the BSc Nursing Studies research module as well as undertaking research contracts within the UWS.

Sue Royce

Sue Royce is a Lecturer at the University of the West of Scotland (UWS) within the pre-registration programme and has held this post for nine years. Prior to this she was a Lecturer at Salford University where she taught within the pre- and post-registration programmes. She has been a Registered General Nurse since 1982 and held numerous posts within gerontology and rehabilitation, culminating in G grade sister on medical admissions for the over 60s in Lancaster. She has developed modules in the post-registration training at UWS in Respiratory Health and Rehabilitation

She has a BA from the Open University in Sociology and Philosophy and an MA in Health Care Ethics; she has recently become interested in the history of nursing having studied for some post-graduate modules in this subject. She is hoping to return to her PhD studies in the history of nursing at Manchester University in the near future. This study explores the role of the cottage hospital in Scottish rural society, and the role of the nurse within this. She is currently working on an article for publication which explores the role and influence of the nurse in the decision by the islanders to leave St Kilda.

Betty Scholes

Betty Scholes is a Lecturer in Mental Health Nursing within the School of Health, Nursing and Midwifery at the University of the West of Scotland. She is a Registered Mental Nurse and worked in the National Health Service for 20 some years. During this time she practised primarily in adult mental health in both acute in-patient services and community mental health services, working with people experiencing severe and/or enduring mental illness. Before leaving the NHS she

worked as a practice education facilitator, supporting mentors and student nurses in the clinical setting. Within her clinical role she also supported the integration of outcome measurement in routine clinical practice. She moved to higher education in 2006 and teaches across the pre-registration programme for mental health nursing students.

Elaine Stevens

Elaine Stevens holds a joint appointment between Ayrshire Hospice and the University of the West of Scotland. She manages the education service at the Hospice and is the Programme Leader for the palliative care named award at degree level within the university. Elaine's main interests are loss, grief and bereavement, decision making at the end of life, pain management, communication issues and palliative day care. Before this Elaine held a number of nursing posts in hospices, including managing palliative day services. She remains lead for education and research for the Association of Palliative Day Care Leaders. Elaine is also current chair of the Palliative Nursing Forum of the Royal College of Nursing. This forum has over 8000 members and the steering group acts as a voice for palliative nurses within the UK. The steering group is regularly involved in commenting on palliative care guidance at international, national and local levels to ensure nurses influence new policies, protocols and standards.

Lesley Storrie

Lesley Storrie is currently a Senior Lecturer within the School of Health Nursing and Midwifery at the University of the West of Scotland. She is a Registered Nurse and Midwife and, following a clinical career as a nurse and midwife, has worked in education for 18 years. During this time she taught on both undergraduate and postgraduate midwifery programmes. From a background in midwifery education, the focus of her career over the last five years has been in the areas of learning and teaching and quality enhancement. She is active in module provision for both nurse and midwifery students and continues to provide consultancy on midwifery issues both internally and externally.

Lesley's doctoral studies were in the field of midwifery education, exploring the nature of knowledge in midwifery and how this affects midwives' readiness to innovate or make changes in practice. Since then her research and scholarly activity have focused on both maternity care-related issues and higher education. Her current research with colleagues relates to student learning styles. In addition she continues to have an active interest in issues related to professional registration.

Boyd Thomson

Boyd Thomson is a Lecturer in Mental Health Nursing within the School of Health, Nursing and Midwifery at the University of the West of Scotland. He is a

qualified clinical and nurse teacher. Prior to entering nurse education he held a number of posts in adult and mental health nursing, being dual trained. Since entering nurse education in 1986 he has been involved in the development, delivery and evaluation of a range of undergraduate and postgraduate nursing programmes both in his own institution and as an external examiner for the University of Hertfordshire and Glyndwr University in Wales.

Boyd holds an MSc in Nursing from University of Edinburgh with a dissertation research on the perceived level of skills competence of senior pre-registration students – a comparison of attitudes of clinical staff and students. He is currently involved in the preparation for delivery of a Masters in Nursing programme for mental health nurses.

Linda Wylie

Linda Wylie is a Lecturer and Programme Leader for the BSc Midwifery course at the University of the West of Scotland. Trained as a nurse and later as a midwife in England, she has extensive clinical experience as a midwife, entering education as a midwifery lecturer in Scotland in 1993. Particular interests in midwifery are physiology and promoting normality in childbirth. Previous publications include *Essential anatomy and physiology in maternity care*, *the midwife's guide to key medical conditions* and as a contributor to *Care of the newborn by ten teachers*.

Introduction

This book is for student nurses and midwives, and all those qualified nurses and other professionals interested in an introduction to the theories of nursing. Understanding the thoughts of the pioneers discussed in this book will help clarify where nursing is now, how it arrived there and where it is likely to go next.

Modern nursing entails caring about people in a competent manner. It involves treating people as partners in evidence-based care. Most nurses would agree with this, but few would stop there. It is not far-fetched to imagine that 10 registered nurses in a room would generate 10 different definitions of nursing. Most will talk about care, compassion and competence. Many will talk about skills, knowledge and evidence. Others may talk about partnership, recovery, dignity and respect. More may focus on the practical application of basic nursing skills, such as addressing the activities of living. Some would talk about eliminating problems whereas others would see their role as enhancing strengths. The notion of basic nursing care would no doubt be central to a lot of these discussions, although it would be unlikely that any two nurses would come to absolute agreement over what that may entail.

This state of affairs is highly unsatisfactory to the novice nurse. It is therefore important to try and demystify nursing theory and this is why this book has been produced. The book traces the origins of nursing theories through their founders and, as such, personalises them. The result is a story instead of a dry decontextualised academic text. For example, it becomes instantly understandable why Faye Abdellah went into nursing when you consider her background. She witnessed helplessly as the Hindenburg scorched its victims and vowed to become a nurse there and then. Hers was a vocation borne of a desire to do more to help. Her story becomes instantly more interesting given that surely most nurses enter the profession with a similar desire.

The personal aspect is therefore a strength of this book. The reader is given the context within which our selected nursing theorists worked and can relate to them better as a consequence. This may help where the theory under discussion can seem distant and difficult. Nursing theory has evolved through many stages, some of which are more comprehensible than others. As an extreme example Martha Rogers, discussed in Section Four, developed a theory of nursing in space. This appears ridiculous when decontextualised. We urge you to read the chapter yourself and see if you still hold the same opinion afterwards.

Another strength of this book is its structure. While we appreciate that none of these theorists would likely consider him or herself part of any particular school of

thought, for the purpose of introducing the general ideas discussed above we have separated the book into five discrete sections.

- Section 1. How did we get here? (The context for the development of the nursing profession)
- Section 2. How do I do the job? (Development of the knowledge and skills required in nursing)
- Section 3. How do I know what people need? (Understanding the problem by reviewing the patients' deficits and strengths)
- Section 4. Grand theories (How does this all fit together?)
- Section 5. What do you want me to do to help? (Working in partnership)

At this point it is important to clarify that this delineation is arbitrary and only used for the purpose of introducing these topics. No theory is just about what is needed to become a nurse or how to diagnose a nursing problem. Likewise partnership is impossible without some sort of theory as to how these aspects of care fit together. All the theorists discussed in this book could quite easily fit into some of the other sections and it is absolutely fair to say that all these nurses belong in Section 5. Nevertheless in order to understand where all these ideas come from it is a useful framework to begin discussion.

Section One

Section One discusses the pioneers such as Florence Nightingale and Mary Seacole who carved out the role of the nurse and professionalised it. These stories may surprise you. For example, Florence Nightingale's story is about great leadership and political awareness as well as the more traditionally held image of the lady and the lamp. This section is more about action and political history than theorising, but it is important to understand these antecedents. All of the following theorists also utilise political acumen and clearly directed action.

Section Two

Section Two gathers together those theorists whose primary concern was to understand what skills and knowledge were required to do the job. This is important to understand since many current guidelines and codes of conduct refer to competencies. What then, are competencies and where did they come from? Carper is considered early in this section, focusing on 'Fundamental patterns of knowing'. This is an interesting story of serendipity given that Carper never envisaged her paper would have the lasting impact it has. Maria Pollard points out that Carper's paper

appeared at a time of great change in nursing, and the reader will notice this is an enduring theme throughout the book. Nursing has always been in flux, and the more enduring theories tend to capture something of that flux within the *Zeitgeist*.

Section Three

A cursory critical analysis of the chapters in Section Two reveals that all these authors also elucidate how they envisage the patient (the term ‘patient’ is maintained here where appropriate). Section Three specifically concentrates on this area. It introduces those theorists whose focus is on how to conceptualise problems for the purpose of taking action. In other words, how do I know what’s wrong with this person in order to use the skills discussed in the previous section? Arguably the most famous of these theories is that of Roper, Logan and Tierney. Their model of the activities of living endures, and it is interesting to note that this journey also started with a quest to understand the nature of nursing, in this case Nancy Roper’s PhD study answering the question, ‘What is nursing?’ in 1976.

Section Four

Section Four is the most difficult to understand. The theorists included here have taken all the ideas discussed in the preceding sections and attempted to integrate them into a coherent whole. The origins of holism are here, and these authors have been referred to as ‘grand theorists’. This is because they attempt to explain everything. These authors have been criticised for trying to do too much. Nevertheless some of the most innovative and enduring ideas belong to these people. For example, we currently take for granted the idea of holism underpinning all interventions, but it first appears fully developed within nursing in the writings of Martha Rogers. Despite being criticised for some overly abstract thinking, her work is undoubtedly influential, certainly among many other theorists discussed here, and is therefore important to understand.

Section Five

Section Five goes on to discuss those theorists who have done most to integrate all the components discussed in the four previous sections and apply them in practice. As discussed above all the theories could fit into this section as the application of the theories inevitably involves some sort of partnership in action. However, these theorists have explicitly made this notion central to their theories. Barker, for example, is probably the most influential writer in mental health nursing at present, and the core of his approach is genuinely person-centred. Everything else flows from being with the individual.

Each section begins with an overview of the chapters within, summarising salient points and identifying

common themes. All the chapters follow a standard structure. A short profile of the theorist with key dates is provided at the beginning. A short biography then introduces the reader to the theorist. A summary of special interests follows where it is necessary to elaborate on these. This leads onto an outline of their writings, before each theory is articulated in detail. The following part of the chapter then looks at instances of how this theory has been put into practice and what influence this process has had on the wider nursing community. Readers are then shown where they can find out more. Links to other theorists are highlighted. This gives the reader the option to follow a cross-referenced path through the book instead of the traditional linear path. In fact it is highly recommended that the reader does this in order to develop a more coherent understanding of the interconnected nature of these theories.

Of course the people in this book are not the only important nursing theorists. For example, many of the most important mental health nurse theorists, such as Tom Kitwood and Carl Rogers, are not nurses. Other major theorists, such as Jean Watson and Susan Kleiman, have not been included, despite being nurses. This is because a lot of their ideas are addressed in the book by the theorists discussed here. We understand that some may not agree with our choices. Nevertheless this book is about many of the people who have shaped nursing and midwifery as it is today. By the end of it you will have an overview of some of the greatest nursing leaders, clinicians and theorists to date. We hope they inspire you to become one of them.