



**Leaps in the Dark: Celebrating 60 years of Nursing Studies at the
University of Edinburgh**

Capturing the Memories of Nursing Studies Alumni

**“New Leaps in the Dark” Transforming Nurse Education
Project Report**

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Foreword

Dr Sheila Rodgers

Understanding our history helps us to understand and plan for our future. Nursing Studies at the University of Edinburgh has the most amazing history and demonstrates how pioneers of nurse education and research have led and developed the profession. In the 60th year of Nursing Studies at Edinburgh, this is a momentous occasion to look back and to clearly document our history.

Dr Linda Pollock, Professor Pam Smith and Professor Daniel Kelly have worked passionately during the Diamond Jubilee year to stage a wonderful alumni conference as part of those celebrations. I am delighted that they have continued their work with the support of the Development and Alumni funding, to produce this important document to capture the memories of Nursing Studies alumni. They have been an ideally placed team for the task as a mixture of current staff and former students.

Dr Linda Pollock completed her PhD at the University of Edinburgh in 1987 whilst holding the post of Nursing Director of Lothian Primary Care Trust. Linda is passionate about improving the delivery and provision of high quality and joined-up services in the community and primary care to vulnerable people.

Professor Pam Smith came to join the staff at Edinburgh in 2009, and was head of Nursing Studies from 2010-2013. Pam brought with her a wealth of experience and a high profile career in nurse education and research. She is a world-leading expert on emotional labour in nursing and was recently awarded the MBE for services to nursing and nurse education.

Professor Daniel Kelly graduated from the Social Science and Nursing degree programme at the University of Edinburgh. He quickly established a career in nursing people with cancer, in both senior clinical and academic posts. He is now the Royal College of Nursing Chair of Nursing Research at Cardiff University and in 2016, was awarded the Fellow of the Royal College of Nursing.

I have worked alongside all three of the authors over a good number of years both clinically and in academia and have fond memories of our times working together. Danny I first knew as a charge nurse at the Western and Linda seemed like a very powerful senior nurse – which she clearly was, when I first met her. Pam was well known to me through all her work at the RCN Research Society. She was always someone who would be chatting to all the delegates at the annual conference and not just working the room. They are a great group of colleagues and it has been a real pleasure seeing this project come to fruition.

Dr Sheila Rodgers
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Preface

Celebrating 60 years of Nursing Studies at the University of Edinburgh

“New Leaps in the Dark”

The context for our project was the Nursing Studies’ Diamond Jubilee celebrations taking place at the University of Edinburgh during 2016. Nursing Studies established in 1956 is the longest standing academic department of nursing in the United Kingdom (UK) and Europe. The first undergraduate nursing degree students graduated in 1965.

Nursing Studies: Class of 1961-66



Staff and Students 2016



Diamond Jubilee Events

A number of landmark events during 2016 took place in Edinburgh starting with the Royal College of Nursing International Nursing Research Conference from 6-8 April 2016. Several alumni played prominent roles as conference organizers and speakers.

Royal Visit



The international conference was closely followed by a visit to the Department on 19 April 2016 from the University's Chancellor, Her Royal Highness the Princess Royal where she unveiled a plaque (pictured) in the presence of students, alumni and University staff to celebrate Edinburgh's role in transforming the nursing profession.

Elsie Stephenson Memorial Lecture



The biennial Elsie Stephenson Memorial Lecture, named after the Department's first director (pictured) was delivered on 3 November 2016 by Professor Roger Watson, Editor of the *Journal of Advanced Nursing*, and former member of the Department's staff, as part of the ongoing celebrations.

'Leaps in the Dark' Alumni Conference

The Alumni Conference on 4 November 2016 was the final event of the Diamond Jubilee year bringing together a diverse group of Nursing Studies graduates many of whom have become prominent academics, policy makers and innovative practitioners. The conference was designed to document the 'leaps' taken by individuals and groups during each of the six decades of the Department's history. The conference title echoed Dr Rosemary Weir's history of the Nursing Studies Department: "A Leap in the Dark" published in 1996 to commemorate the fortieth anniversary (Weir 1996). Weir's publication documented the origins of nursing scholarship in the University of Edinburgh and the influential figures that played key roles in the evolution and development of the first academic Nursing Department in the UK and Europe.



During the conference, delegates were invited to tell their stories and record their memories of Nursing Studies to mark the six decades of academic nursing within the University of Edinburgh. Their voices were revealed through accounts that had never been collected before.

Our project fills a gap in understanding the personal and professional achievements and the national and international impact of the Department on nursing and health care over six decades, by updating its history from a student and staff perspective to complement Weir's 1996 study.

The project was funded by an Innovation Initiative Grant awarded by the Alumni Department of the University of Edinburgh. Thanks are extended to them for making this project possible and to the many alumni who shared their memories with us.

Linda Pollock, Pam Smith and Daniel Kelly
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February 2017

“New Leaps in the Dark”

1. Introduction

This project captures the memories of Nursing Studies’ alumni to mark the six decades of the existence of academic nursing within the University of Edinburgh. The voices of the nursing alumni from the University of Edinburgh, as revealed through their own stories, have never been collected before.

These stories and memories complement and update the history of the Nursing Studies Department: “A Leap in the Dark” written by Dr Rosemary Weir (1996) and published on its fortieth anniversary. Weir’s publication documented the origins of nursing scholarship in the University of Edinburgh and the influential figures that played key roles in the evolution and development of the first academic Nursing Department in the UK and Europe (Appendix 1).

To mark the Diamond Jubilee year, 2016, graduates were invited to tell their stories and record their memories of Nursing Studies at an Alumni Conference fittingly titled ‘Leaps in the Dark’ (Appendix 2). Our project fills a gap in understanding the impact the Department has had on nursing and health care over six decades, but more specifically, has updated its history from a student and staff perspective during the intervening decades since Weir’s 1996 study.

A research orientated approach was taken to garner the views of the nursing alumni, which were collected systematically using a data collection tool specifically designed for the project (see Appendix 3).

The template questions were designed to gain as much information as possible from alumni about who they were, when and which programme they had studied and what had brought them to the University of Edinburgh. We also asked them about their experiences at the University of Edinburgh generally, and specifically in relation to Nursing Studies; also we wished to obtain their comments about the short, medium and long term impact of the programme of study on their career. The project was approved by the School of Health in Social Science Ethics Committee and it was made clear to the respondents that completion of the template indicated their consent to participate. Assurances were given that any quotations or comments would be anonymized.

The memory template was included in the conference packs for return on the day of the conference with attendees also being given the opportunity to return them electronically or by post, after the conference. Reminders were sent out in the following January of 2017.

In addition video interviews with volunteer alumni took place during a fringe event at the RCN International Conference in April and during the November Alumni Conference. The interviews can be seen on the Nursing Studies Alumni website using the following link:

<http://www.ed.ac.uk/health/nursing-studies/alumni>

2. Quantitative analysis

The first question in the memory template asked respondents about their connection with Nursing Studies, and specifically, which courses they had studied and on what dates. This provided descriptive information about which periods they had studied at Edinburgh University. It had been hoped to analyse the data by decade but the small numbers returned made this impossible. It was possible, however, to examine trends over time, and from different perspectives of alumni doing different types of degrees. 145 attendees came to the November 2016 Alumni Conference from across the UK and abroad. Attendees were a mixture of nurses still working in practice, management and academia and others who had retired. Responders completed the templates individually to record their memories. Over a quarter of the attendees chose to complete templates; a total number of 42 were returned and were available for analysis, representing just over a 30% response rate. A summary of the returned memory templates, broken down by decade of study at the Nursing Studies Department, is presented in Table 1 below.

Table 1 Breakdown of returned templates, by decade of study in Nursing Studies.

Date Started	Number of responses	Comments
1960s	9	All Integrated degree students. One alumni did a MSc in 1987 Another returned to do a PhD
1970s	15	All Integrated degree students. 3 also did MSc degrees in 1990s.
1980s	6	4 did the integrated degrees, one a MSc, another a research training fellowship at the Nursing Research Unit (NRU)
1990s:	9	5 did the integrated degree, One alumna returned to do a PhD in 2009-2013. 4 did postgraduate degrees only: 2 an MSc, 1 did a PhD and one did both an MSc and PhD
2000s	1	PhD
	2	Undated integrated degree responses
	42	

31 templates were completed on the day of the conference. Six responses were received immediately after the conference by email, and a further five after the reminder was sent out.

A majority of respondents (N=35) completed the integrated degree course (which combined nurse training with a Social Science degree). In two responses, it was not clear which dates the student had studied. One responder did not complete the template but summarised her career experience. Only one alumna completed a separate template having undertaken two degrees at different times.

3. Qualitative Analysis

Qualitative analysis of the template data follows and explores the theme of ‘leaps’ taken by the alumni both personally and professionally throughout their careers. The richness and clarity of the alumni’s accounts provide an additional perspective for the record and elaborate on the notion of ‘New Leaps’ from the student perspective from 1997 onwards. It was not possible to ascertain the gender of all the responders but most of the conference attendees were female. For the purposes of this publication the analysis, elaborated below, assumes that most of the respondents were women thus reflecting the dominant gender breakdown of nursing.

3.1. Personal and professional Leaps in the Dark

The second question asked: ‘did you personally or professionally take a leap in the dark by choosing Nursing Studies or did the Department take the leap?’ The intention was to explore why the alumni studied nursing at university. The answers give an indication of this, and an interesting insight into how the programme was perceived over the decades. It was evident from the analysis of responses that there were four types of ‘leaps’ taken by the alumni and these are categorised below.

3.1.1. Purposeful Leaps

For many undertaking the integrated social science and nursing degree course, the decision was a purposeful leap: ‘*exciting, going to university, anticipating being a student - although many stated that it was ‘a leap in the dark, a big step, daunting, leaving home’ (some crossing the world to study at Edinburgh). These comments are probably typical of many young people leaving school and entering higher education, but, for a third of respondents, being a student and combining this with studying to become a nurse solved a dilemma for them: a perfect solution that satisfied personal wishes to do nursing and placated parental preferences for them to go to university: “for me, it was the best of both worlds” (’65-’70), and “I wanted to be a nurse, I wanted to have a degree, Edinburgh University was the obvious place for me” (’64-’69).*

3.1.2. Procrastinating Leaps

Five alumni said that Nursing Studies was taking a leap in the dark admitting them as they were unsure if they wanted to be a nurse or have a career in nursing, for example: “*I was not sure if I wanted to do nursing or social work, so the course gave me an opportunity to have a grounding in both” (’79-’84) and “I did Nursing Studies to keep my options open and to*

increase my opportunities to travel and work abroad” (‘93-98). One said the Department “*took a chance on me as I failed Annie Altschul’s (the Department’s eminent Professor) manual dexterity and inkblot tests!*” (‘65-’70). Many made comments like: “*I felt I was taking a leap in the dark but it has proved essential learning in my life for which I am deeply grateful*” (‘74-’78).

Several alumni from the 1970s commented that “*my mother did not think nursing was good enough for me*” and some, that they “*had to fight hard with career advisors to do a degree in nursing not medicine*” (‘77-78). Some made comments like: “*I do not think I really knew what I was letting myself in for*” (‘78-83), another, that “*I had no idea what social sciences really included but I wanted the opportunity to study outside my comfort zone*” (‘79-’84).

3.1.3. Pioneering Leaps

Some of the early alumni remembered “*excitement at being a pioneer / guinea pig, the first of a group of two with the eyes of the nursing world on you and inspirational people (named) lecturing*” (‘60-’65). Others described their experience of undertaking the nursing degree course: “*I was the only one out of six students who started and completed. Although it was the 4th intake, it still felt very new; it was difficult to develop good relationships with the staff of the local hospital who were still suspicious of student nurses doing a degree course*” (‘63-’68). Many early alumni reflected: “*professionally, I did not fully appreciate how experimental the course was*” (‘78-’83), and “*from today, I can see it was a leap in the dark for the Department and fulfilment of the visionary nurse educators who had gone on before.*” (‘68-’73). One alumna stated: “*After leaving, and in the years that followed, it seemed that anyone who was anyone in nursing nationally had passed through the Department, either as one of our tutors, or as someone I had met on the tutor’s or admin courses, or at the International School*” (‘68-’73).

3.1.4. Positive Leaps

Unlike the early alumni, more recent graduates (who studied in the 1980s onwards), by comparison, were very clear why they had positively chosen to study at Edinburgh as indicated by the following quotes:

“Nursing was in the process of professionalising and developing its own research base and it was exciting to be part of that” (‘83-’87); “*I was attracted by the reputation of the course and the open day*” (‘91-’95); “*I knew I was extremely lucky to train with such a great group of people and learn from such knowledgeable lecturers*”; “*I realised the department was breaking boundaries and influencing nursing nationally and internationally*” (‘94-’98).

One alumna from abroad recalled: “*I chose Nursing Studies at UoE based on recommendations from a number of post-graduate students within the UK and the Department had an excellent reputation for teaching and researching nursing from a qualitative, social science point of view*” (1993-4). Another overseas alumna stated: “*I chose the Department because it offered a part-time PhD research programme and the flexibility to mix and match supervisors between different departments among the social science faculty*”

(’95- ’01). The feeling of the later alumni are summed up in the following assertion: *“No, I don’t feel the phrase ‘leap in the dark’ describes my personal decisionit was a careful decision on my part ... to do a nursing degree or PhD is no longer a leap in the dark but a very normal thing to do”* (’09-’13). Perceptions of academic nursing seem to have changed over the decades!

3.2.Stand-out Memories

The third question asked - what memory/memories stand out most for you about your time in the Nursing Studies Department (NSD) - and was designed to gain feedback about the alumni’s experience of academic nursing.

3.2.1. Passionate Professors

The strongest memories, for almost all the alumni, were associated with the NSD lecturers, including secretarial staff. General comments were made about the staff group with alumni remembering: *“How forward thinking / inspirational the lecturers were, the built-in belief in nursing and the potential role we had in it”* and that *“the lecturers were passionate about helping us become highly-skilled, compassionate and competent practitioners.”* Specific lecturers were often cited and actions they had taken to provide realistic guidance, ‘fix it’, or to help and support students; feedback comments indicated that lecturers had vision and leadership, and they were variously described as : *‘thought-provoking, fascinating, empowering, encouraging, stable, inspiring, funny, delightful, and words like ‘mother hen’ and ‘friendly grandmother’ were used . One alumna said the staff “exuded motivation and encouraged us to make a difference”* (undated).

Lecturers’ styles were also memorable. One memory (of a specific staff member) was particularly noteworthy and typical of others’ recollection and illustrates how the lecturers’ teaching styles influenced the alumni: *“she had vision and leadership. I was terrified initially that I would not be able to answer her questions! My gradual transition from being frozen with fear in her tutorials - to fully appreciating how she taught me to think and justify my conclusions”* (’67-’72). One alumna reminisced: *“we had a fantastic student life and an almost conscious awareness of growing up”*.

The sense conveyed by the alumni is summed up in the following comment: *“the smallness of the year groups made approaching the staff very easy. We got immense support from all members of staff in the department; being a small group of 16, it felt like a family”* (’75-’80). The supportive atmosphere and small cohorts remain today, and the value of few student numbers had educational benefits as one alumna recalled: *“having very small class sizes, meant that education was always participatory and challenging, and developed us in ways that students on courses with large class sizes are not - I think that is a very special experience”* (’98- ’02).

3.2.2. Protective Peers

A close second in terms of strength of memories for the alumni, was the frequent mention of the camaraderie of the intake groups and the forging of life-long friendships with course mates and fellow students. One alumna remembered: *“We were a tight-knit group which challenged the status quo in various ways.”* Many alumni commented on the *“amazing learning environment”* of university life and enjoying *“meeting people from all over the world”*. Several alumni recalled *“the wonderful opportunity to access a wide variety of modules across the University”*, summed up by one alumna’s enduring memory: *“the breadth of learning and stimulating discussions. I really valued the opportunity to study outside subjects as nurses share an interest in people and outside subjects only enhanced the depth of human understanding”*.

What made academic nursing different from other courses was their student clinical placements, which took place during university holiday time, and this comprised the next largest group of memories focused on by the alumni.

3.2.3. Practice Placements

Many alumni cited particular placements they had enjoyed but a significant number, especially in the earlier decades, remembered *“the hostility”* towards *“degree nurses”*, (’74-’79) and *“difficulties with the negative attitudes of other student nurses when we were on hospital placement”* (’77-’81). One alumna recalled: *“we were supposed to be supernumerary, (for the first three years, until our graduation), and were able to benefit from being allowed to leave the wards to witness and take part in events which other students did not necessarily (interesting C sections, repairs of muscle damage from A&E). Very often the other student nurses were jealous, not unreasonably, and life could be uncomfortable. I think this was why, as a cohort, we have a strong bond: we were the first group of students to go to the (hospital named)”* (’64-’69).

Another alumna remembered: *“needing to win over and gain the trust of ward nurses before being ‘allowed’ to do various procedures or be given any responsibility. As a staff nurse and subsequently sister, making sure I watched over, helped and developed integrated degree students on my ward”* (’79-84). Some of the alumni recalled *“feeling different and clinically inexperienced”* and *“relief when the tutors came to the ward and supported us”* (’79-’84); others did however recall *“some excellent clinical staff nurses who mentored and encouraged me”*.

Despite the above, the respondents were proud of their alma mater as shown by the following: *“Putting on the gabardine coat for district nurse placement – I felt so proud to be out and about as a nurse - albeit a student nurse”* (’73-’78). The alumni recalled being well prepared for their placements: *“My outstanding memory is the scope of subjects and clinical practice around nursing. Feeling inspired and motivated hearing about the amazing innovative research and practices in nursing”*: (undated). One alumna remembered: *“Light bulb moments when being supported in practice by tutors (suddenly getting aseptic dressing technique under guidance of the clinical tutor (named) because she helped me to focus on the principles of care and control”*, and others spoke about learning about end-of life care (79-

'84). One alumna stated: *“a memory that stands out is the sessions that brought anatomy, physiology, pharmacology, the care of the patient and psychological care together beautifully”* ('91-'95).

The respondents also asserted that the university education prepared the students well for a nursing career as summarised well in the following quotation:

“I learnt the fundamentals that I use in practice today. I discovered like minds in my thinking about nursing as a discipline distinct from, yet related to medicine, and read Ivan Illich, ‘Limits to Medicine’ and loved working in George Square Library; I will never forget the first IM injection I gave or the nuggets of advice such as ‘wash your hands if you do not know what to do’, and the value of using a pain assessment tool” ('86-'92).

Interestingly, the early alumni gave examples of ground-breaking work: *“Attending Lisbeth Hockey’s (first Director of the NRU) debate with the Dean of Medicine about nurse professionalism vs hand-maiden”* ('73-'78) and cited instances where they were encouraged to advance debates within the profession such as attending conferences to present a paper stimulating discussion about nurse education or training.

3.3.The Impact of Nursing Studies

The penultimate question focused on the impact of the programme on individual respondents. There is a remarkable consistency in the themes that emerged from all the Nursing Studies alumni across the decades. The question asked was about short, medium or long-term impact but they did not always comment with these specific timeframes in mind. The responses however indicate overwhelmingly the impact on the individuals who had studied within the Nursing Studies Department.

One alumna recalled: *“I always felt that I thought differently from my work colleagues, seemed to approach my work and problems from a different aspect”* and another remembered *“I had a sense of being different from traditionally trained nurses”*. Two aspects of the Nursing Studies programme emerged as having an enduring impact: its success, firstly, in instilling a patient focus in its graduates, and secondly, in encouraging them to think critically throughout their career. The following recollections illustrate this well:

3.3.1. Patient focus

The course instilled *“a belief in nursing and ability to contribute to the future, an ability to achieve dreams. Belief in good communications and being prepared to change if that benefits the client”*. Another alumna asserted that the course had a *“Huge impact – we were taught that we were patient advocates and I never forgot that. It gave me the courage to step into teaching roles. We were taught by people who were passionate about nursing and that made me passionate about nursing too and I have never lost that”* ('78-'83).

Others asserted that they were “*constantly encouraged to question*” and “*to think habitually about the patient*” and to focus on “*the patient as an individual, part of the family, part of the community*” were recurring memories. One gave an account of trips to Princes Street in a wheelchair (“*to experience what it felt like to be disabled*”).

3.3.2. Critical Thinking

One alumna stated that the course had equipped them with “*an enquiring mind*” and said that “*I did not accept what I was told but always sought the reasons why*” (’74-’79). Many felt inspired by the Nursing Studies staff “*to question rituals, provide evidence-based compassionate care and develop high standards*”. This way of thinking had an impact on the respondents generally: “*I do not take things at face value without checking out their validity. I am constantly searching for better ways of doing things in all walks of life*” (’64-’69) and on their work: “*I became passionate about ‘doing things properly’, not cutting corners, keeping care of the patient as a primary focus, teaching students and it definitely brought critical thinking and challenging practice to the forefront of the way I practise nursing*” (’94-’98).

One alumna stated about the course, that “*It prepared me to assume an equal and valid role in the multi-disciplinary team and made me comfortable with questioning, debating and discussing practice*” (’91- ’95), and many of the respondents stated that a key impact of the course was that it built their confidence.

As one said “*I think that the course helped me develop an analytical approach to problems in the health services and the other subjects which I studied gave useful perspectives and made it easier for me to work together with other professions during the whole of my working life*” (1969-74).

The course had equipped these students generally with critical thinking and analytical skills but many mentioned that this aspect of the programme was confidence building which in turn seems to have impacted, long-term and positively on their subsequent nursing roles as illustrated below: “*It has given me the confidence to question my manager’s decision-making and given me a broad knowledge base which helps me in all aspects of my job*” (’94-’98).

“*My tutors demonstrated confidence in me which translated into my own confidence. I have always been grateful I received a balanced grounding in all aspects of nursing (knowledge, skills, caring approach and professionalism)*”. Another alumna reflected: “*the course gave me confidence ++ I worked freelance as a consultant working in international development which I am still doing. I would/could never have been able to do this had it not been for the Department of Nursing Studies. It enabled me to look outside the system*” (’64-’69). One stated that the course gave them the confidence to “*raise the status of nursing*”.

3.3.3. Professional Pathways

Some of those who responded quite simply asserted that doing a degree in Nursing Studies had enabled them to get the jobs they wanted as shown by the following range of comments:

“it was the foundation for my professional career”, “it has given us tools for the future”, “it was a good foundation for future working life”, “it was a life enhancing education”. Some referred to particular lecturers who had inspired them to go into particular fields of practice.

They also remembered the challenges of doing a nursing degree: *“It was not always easy at times, especially as an undergrad on placements: IDC (Integrated Degree Course) students were seen to be ‘difficult’ ”.* This experience seems to have had a short term impact on some of their initial career choices; for example one articulated that in the short term she wanted to be *“treated as a staff nurse in Glasgow who had never had a degree nurse at their hospital”.* Another recalled: *“The experience of working at (the local hospital) and how we were treated as graduate nurse trainees – put me off doing general nursing. I went south and did midwifery training as soon as possible”.* Several, interestingly, stated that the antagonism experienced during the course placements influenced their approach to students, and had a fundamental impact on their career choice.

The following alumni comments illustrate these two impacts well: *“it made me supportive of any student nurse who seemed out of their comfort zone”;* she continued that *“I have a continuing passion for the clinical support of students and completed the Practice Teacher’s Course recently”.* The antagonism expressed by early graduates seems to have lessened over time, but even the later alumni still recalled *“being different”* from traditionally trained nurses and were aware that the Nursing Studies programme was *“breaking boundaries and I realised that a degree in nursing was not the norm”* (’94-’98).

The patient focus and critical thinking elements of the course combined in some to determine their career path. For example the course had the impact for one to make the *“decision to work outside the hospital environment – more autonomy and able to be more patient-centred, not having to follow rules that were not evidence-based”* (’79-’84). Another stated that the degree had: *“prepared me so well for holistic general practice in primary care”.*

Some alumni believed that the degree had been instrumental in preparing them for service development roles and equipped them with a resilience to manage change as highlighted in the following comments: *“It gave me a love for reading about issues I encountered about which I knew little. It gave me the confidence to take jobs which were often new and innovative, developing new services”* (’68-’73). Another thought that the impact of the course on her was: *“Able to think widely using social science and nursing skills on a daily basis and able to start new projects and react to change”* (’77-’82).

The feedback suggests that some respondents developed research roles as a result of the programme. Some stated that they had got particular jobs because they possessed degrees, or *“due to my social sciences background which meant I knew how to set up and write up a research project properly”.* Another recalled that *“the undergraduate course helped me to develop critical analytical skills, and sparked my interest in social sciences”* and another, that *“the course spiked my interest in research”.* The following quotation sums up the impact of the course on one alumna’s journey into research: *“The course experience was the making of me. Although I did not nurse practically for long, I had an opportunity to become*

a research nurse for a one year project and I loved it. After a break to have a family, I was lucky enough to join an academic department and undertook an MSc and subsequently to conduct and collaborate in health services projects; Nursing Studies gave me the confidence to pursue my potential” (’67-’72).

Looking at the memories of those who had undertaken postgraduate degrees, the driver for them was pursuing a change in career, moving away from practice into research and teaching.

They valued the opportunity to study *“with like-minded nurses”* and *“freedom to learn and the agony of working to encourage my clinical peers to help me, and to understand, perhaps value, the research process”*. The training gave some *“the confidence to undertake a number of research and evaluation projects, either as stand-alone contracts or as part of my role”*. The experience of one graduate captures the impact of studying a research degree in Nursing Studies: *“Being able to do a PhD at a large, international and research-active university like Edinburgh gave me many opportunities outside the immediate work of the doctorate.”*

3.4. Impact of Nursing Studies nationally or internationally

This final question asked about the impact of Nursing Studies on nurses and nursing at the national or international level. Although hard to quantify across the decades, they used adjectives like *“positive, huge, major, massive and incredible”* to describe the national and international impact of Nursing Studies. Perhaps not surprisingly, the early students felt immensely proud to have been part of the earliest undergraduate programme. One queried: *“I often wonder whether (a named lecturer’s) psychometric tests carried out at interview were accurate predictors of our success?” (’64-’69)*, and another stated that *“Nursing Studies has had a major impact on clinical level research and also on international nurses” (’79-’83 and ’92-’93).*

One alumna’s view of the impact of Nursing Studies was that it: *“led the way, set the standard; a life-long feeling of belonging to a special community of nurses” (’64-’69)*. This sentiment was mirrored by comments of the later alumni too: *“Nursing Studies has been a beacon and leader in high quality nursing/education and has inspired many” (’91-’95)*. One alumna stated quite simply that Nursing Studies was *“ground-breaking”* and another about the creation of degree nurses: *“that was the moment when people stopped saying ‘only a nurse’” (’79-’84).*

Two major impacts of Nursing Studies were elaborated by the respondents – firstly, its impact on raising the profile of the nursing profession, and secondly, its impact in creating nurse leaders both nationally and globally. These views were apparent in responses across all the decades of Nursing Studies.

3.4.1. Raising the Profile of Nursing

The alumni feedback indicates that Nursing Studies was transformational not only in producing practitioners who thought and worked differently but the Department was seen to

have had a wider impact in influencing how the profession itself was perceived and shaped – an impact that is summarised under the theme, raising the profile of nursing.

Many said that the Department had changed the perception of nursing as the following comments illustrate: *“Nursing Studies raised the profile of nursing and inspired nurses to do research and promote excellent standards of care”* (’63-’68). One alumna stated that the advent of Nursing Studies *“meant nursing was equal not subservient (at least in theory) to being a medic”*. There was a belief that nursing as a profession *“gained in reputation”* with the establishment of Nursing Studies and its creation contributed significantly to: *“raising the status of the nursing profession”* and commanded *“respect from other professionals for nurses as critical thinkers”*.

They also stated that: *“The course was a catalyst for transformation of nurse education – other universities doing similar things”* and *“Nursing Studies was very important - it led so many quality educational initiatives and took risks to demonstrate quality in nursing care”*. One asserted: *“I think that the department continues to promote a standard of excellence in nursing education”* and another reflected that *“the development of the Edinburgh University degree course has promoted nurse education and research throughout the world”* and that *“without it, I am sure nursing would not have progressed and be where it is today”*.

Another reflected: *“The influence nationally, as the first nursing degree programme is obvious although it has taken a long time to drag the rest of UK nursing education along I would have been interested to hear more discussion about the impact of nurse training becoming academic for all. I am not sure that that change produced more than lip-service to the claim of the pre-eminence of patient-centred-ness”* (PhD 1992).

3.4.2. Leadership Preparation

In the responses to the final impact question, the repeated finding was that the course produced nurses who were *“questioning, looking for answers, not accepting the status quo – advocates for patients and clients and holistic care”*; and *“research mindedness, thinking outside the box, adding intellectual rigour”*. There was an acknowledgment that *“not all degree nurses have the same expectations”* and there was a sense that Nursing Studies had created nurses who stayed in clinical roles as well as prepared nurses for careers in research, management or education. The following alumna articulated that sense well: *“A lot of my set were community based - as well as being leaders/educators – (we all saw work / problems from a different aspect) the profession need us on the ground to spread this different way of thinking.”*

There was however an overwhelming belief that Nursing Studies had had an instrumental role in creating nurses who were able to lead the nursing profession as evidenced by the following quotations:

One commented that Nursing Studies: *“produced some high flyers and nurses who can reflect and analyse evidence”*. Others elaborated: *“Nursing Studies created strong*

leadership and influenced generations of nurses dedicated to question practice and positively influence care amid rapidly developing healthcare systems” (’93-’98), and “Nursing Studies pioneered degree nursing, and the need for nurse leaders, both nationally and internationally, and highlighted the need for nurses to have a high level of knowledge and skills in addition to compassionate and caring attitudes” (undated).

The influence of Nursing Studies was not just in Scotland or the UK. Some referred to the International School in the Department and commented that *“the international influence has been positive, especially via graduates who spread the influence worldwide”*.

Many gave accounts of their careers and positions of influence having been obtained as a result of both undergraduate and postgraduate studies in the Nursing Studies Department; several gave examples of being encouraged to give presentations or to publish articles during their academic studies, stating that *“studying in the Department helped me work in the field I enjoy so much and become the person that I am today. In the beginning it was hard work, but in the end, it has opened up a world of possibilities. Since, I have taught international healthcare policy, expanded my networks and was an active member establishing the European Association History of Nursing” (’95-’01).*

One summed up the impact of Nursing Studies quite simply as: *“It has harnessed and developed the enthusiasm and knowledge base of its students and this is dispersed over many parts of the world leading to greater respect for the profession” (’64-’69).* Another that in relation to the impact of Nursing Studies: *“the answer lies in the length, spread and depth of where Edinburgh graduates practise – breadth of roles, globally placed, in government, leadership, education and practice, consultant – senior leaders!” (’78-’83 and ’92-’93).*

4. The Alumni Conference

There was an incredible buzz at the ‘Leaps in the Dark’ Conference with staff and alumni from the decades meeting up after many years (Appendix 2). Evaluation feedback of the day was overall positive, with one alumna stating: *“I did not attend the 2nd parallel session as I got caught up talking with a former classmate. It was not anything to do with the quality of the session or the speakers, but we had the chance to remember where we came from”*.

Many of the attendees found the day stimulating and inspiring, enjoying the opportunity to network with old acquaintances, make new friends and re-energise the connection with Nursing Studies. The plenary speakers during the Alumni Conference gave personal stories of their experience of Nursing Studies, and attendees valued meeting previous graduates and learning how academic nursing had influenced their nursing journey; some stated that the day was a great opportunity to reflect on their own career and current practice. Informally, the nursing alumni benefited from exchanging experiences and knowledge from across the six decades since the degree in nursing began.

5. Alumni Memory Capture: Conclusion

The alumni formally recorded anecdotes and stories about their time in Nursing Studies and the fun they had at the University. Some reminisced about the beauty of the location of the Department – the blossom of the Meadows and in George Square - and the stimulating academic modules studied and experiences in the historic City of Edinburgh.

It is perhaps not surprising that graduates who had self-selected to attend an alumni conference and record their memories might be expected to reminisce positively about their time at university. It is noteworthy, however, that no negative comments were offered about the Nursing Studies programmes or Department.

Over the decades, the respondents described four types of personal or professional leaps when coming to study nursing at university; these have been summarised as **purposeful**, **procrastinating**, **pioneering** and **positive** leaps, depending on when they carried out their studies. Perceptions of nursing degrees seem to have changed, initially being seen as experimental, but now it is reported that academic nurse education today (at either undergraduate or postgraduate level) is seen as unexceptional. Indeed, over time, the reputation of Nursing Studies has grown and there was a sense from the feedback that nursing has earned and now commands more respect from other professions.

From the beginning, Edinburgh degree nurses stated that they “*felt and thought differently from work colleagues*”. In the early decades this was understandable as the education was quite different from the apprenticeship, traditional nurse training. But feedback from later graduates confirms that the Nursing Studies alumni still feel different. This may be because studying nursing at a prestigious and established university like Edinburgh, with its sixty year history of academic nursing, is still able to add something special to its nursing degree programmes.

The feeling of difference could be due to the course content or the Department’s ability to continue to attract passionate, committed and inspiring lecturers and tutors. Further study and comparison with other degree programmes would be needed to explore why Edinburgh Nursing Studies graduates still feel different as evidenced by the memory capture described above, and to ascertain if indeed this is typical or not of other university-educated nurses.

A memory which stood out as adding value for the respondents was the small class sizes within the Nursing Studies Department which has remained a feature of the programmes today. This appears to have enabled students to “*have a very special educational experience*”. This experience combined with the lecturing, mentoring and tutor support during clinical placements (despite some perceived less than positive receptions from traditionally trained nurses) seem to have equipped graduates with a strong patient focus and critical thinking skills which have undoubtedly served them well and have endured over their careers.

The early Nursing Studies Department had its roots in public health and community perspectives. It is clear that the course influenced some graduates to work in the community and primary care settings. Nursing Studies graduates, however, seem to have pervaded all

areas of health care practice and the feedback captured by this project suggests that the programme and its lecturers stimulated them to pursue particular professional pathways, and motivated them to work in many and varied clinical settings. The confidence-building aspect of the programme seems to have been a key element in equipping the alumni with career choices and to prepare them for particular nursing roles.

Evidenced by the comments of the earliest degree nurses, the Department was influencing nursing from the start, and it is clear from these comments that many have gone on to raise the profile of the nursing profession, and influence nursing practice, research and education throughout their working lives. Nurse leaders emerged having been inspired and stimulated by their learning and studies within the Department specifically, and the wider university, and they in turn, according to the alumni, have gone on to influence nursing on the national and international stage.

The formal responses from the graduates, captured by the memory template and summarised above, provide a permanent record of memories of their educational experience and are a living testimony of the enduring legacy of nursing education and scholarship provided by the Department in particular and the University of Edinburgh in general. Additionally, new insights are provided into the personal and professional leaps taken by Nursing Studies alumni, and the impact, both nationally and internationally, that academic nursing has made over the six decades of the duration of the Department of Nursing Studies.

6. Summary

Until now, the voices of the nursing alumni from the University of Edinburgh, as revealed through their own stories, have been unheard.

This project's intention was to collect and reveal the memories of Nursing Studies graduates, and gain a real sense of the impact the Department has had over the six decades of its existence, both personally and professionally. The alumni conference marking the Diamond Jubilee Anniversary of the Department provided us with a unique opportunity to capture the impact of University of Edinburgh graduates in Nursing Studies on health and welfare at a national and international level.

The project has succeeded in its endeavour and we trust that its findings make a significant contribution to both the University of Edinburgh and Nursing's history as the first academic department of nursing in the UK and Europe.

The Nursing Studies Diamond Jubilee year's celebrations have reaffirmed the key role the University of Edinburgh has played in the development of nurses and nursing. Nursing Studies is now harnessing and cataloguing its archival material, and exploring ways of systematically capturing the views of its luminaries and alumni; not just looking back, it plans to re-energise its graduate surveys and follow-up studies, going forward.

Reference

Weir R I (1996) *A Leap in the Dark*, Jamieson Library: Penzance

Appendix 1 A Leap in the Dark Rosemary I. Weir (1996)

Summarised by Dr Linda Pollock (2015)

This book, published by the Jamieson Library, Penzance, gives an historical account of the origins and development of the Department of Nursing Studies, the University of Edinburgh. The author, Rosemary Weir, was a lecturer in the Department, and in 1988 obtained an MPhil from the University of Edinburgh. In this text, she recorded the development of academic nursing, over five distinct decades, from 1946-1996, during which time there have been some notable ‘firsts’. Despite academic departments of nursing being available in the United States (US) since the late 19th century (the first Chair of Nursing was established in the University of Texas in 1895), academic nursing began much later in 1956, in the United Kingdom (UK) and Europe.

1946-1956:

- Policy context: demonstrated serious flaws affecting the basic training of nurses.
- Post-war government not interested in radical reform of nurse education.
- Pioneers of nursing reform: visionary tutors with medical support.
- Key driver of change: links with professional organisations (Royal College of Nursing [RCN] and General Nursing Council [GNC]).
- *The 1st Nurse Teaching Unit, to be set up in a British University (1956)*
- Within the University of Edinburgh, in the Arts Faculty, funded by the Rockefeller.
- *The 1st Director of University Nursing Studies in Europe (1956).*

The roots of the Department of Nursing Studies were in the Nurse Tutors’ course organised by the RCN, Scottish Branch. A Certificate in Nurse Education was awarded by Edinburgh University, and ultimately registration conferred (Registered Nurse Tutor [RNT]) by the General Nursing Council for Scotland. Miss Lamb was an *innovative RCN Education Officer* (she introduced clinical instructors’ and ward sisters’ courses and liberal studies into the tutors’ course). She was awarded a Rockefeller Travelling Scholarship (1953) to study degree courses in the States; she returned, fired with enthusiasm to promote similar courses here. The Tutors’ Course was studied by Miss Carter (a Canadian nurse, and strong advocate of reform of nurse education), supervised by Professor Crew (Chair of Public Health and Social Medicine). Her findings were that the course worked “almost twice as hard” as the students doing a similar two year course in London, and students were admitted with “professional references” – not the academic standards required by university students.

Professor Crew spearheaded a move to tighten up academic control of the education of senior nurses and secure the course within the university. His proposal to house it in the Faculty of

Medicine was out-voted, the fear being that “nurses would not be able to cope with the standard of teaching and (the faculty was) not prepared to compromise academic excellence.” He persuaded the University Principal to house the course within the University, the Dean of the Faculty of Arts agreed, and supported by the Rockefeller Foundation, a ‘Nurse Teaching Unit’ was set up in June 1956. The strongly medical, academic Appointment Board, selected Elsie Stephenson (not Miss Lamb, who applied), to be the first Director; the RCN, not on the interview panel, were allowed to have access to the short-list of applicants and sit as observers only at the interview process. The successful candidate was neither a graduate nor an experienced nurse educator, two of the stated criteria for the post.

1957-1966:

- In 1957, the Teaching Unit became known as the “Nursing Studies Unit.”
- Academic training was developed for nurse leaders: managers and tutors.
- A research base for nursing was created and the *1st PhD in nursing completed (1959)*.
- The *1st International School of Advanced Nursing Studies (1962) in the world* was set up – funded by the World Health Organisation (WHO) to offer administration or educational programmes.
- The *1st Integrated (5-year long, MA) Degree course for nurses* was set up (1960)
- Nursing Studies moved into the Faculty of Social Sciences with its own head of department achieving parity with other academic subjects in the university (1965).

Elsie Stephenson studied public health nursing at the University of Toronto, was in the early fifties, involved in research on family life in Newcastle, a member of the working party that produced the Jamieson Report reviewing the training of health visiting, and was on the WHO Advisory Panel - giving advice on health matters, world-wide. Her organisational flair and dynamic enthusiasm, was matched by warmth of personality, and she developed good working relationships externally with the NHS and with professional bodies, and internally, within academia. In 1957 the unit became known as the “Nursing Studies” Unit (NSU). The World Health Organisation involvement gave nursing a high profile on an international stage, they financially supported the International School and the NSU established global networks.

The Rockefeller bequest led to the creation of “a system of education and training for women who will later occupy positions of leadership.” (No mention was made of men). Liberal studies were part of courses - to benefit students intellectually and emotionally. Two courses were offered to serve the career aspirations of senior nurses: A 2-year, Certificate/ Diploma in Advanced Nursing Education led to a post-course registration as a Nurse Tutor (RNT), and a one-year Certificate / Diploma course in Nursing Administration.

Elsie Stephenson achieved the University’s aims of developing leaders in the profession, and advancing knowledge in the field. She also wanted to produce graduate practitioners; this goal was achieved (1960) when an integrated (5-year long) degree course was set up. (To enhance motivation, a short 4-week period of patient contact took place before university started, to enable students to participate in basic nursing tasks). This marked a move away

from the traditional apprenticeship system. Other universities were soon to follow - Surrey and Wales, and in 1969, Manchester converted its HV/Community diploma to degree-level.

Elsie Stephenson “brought research-mindedness” to bear on the new unit. A research base was set up to deal with “the practical problems of nursing (p15).” The first doctorates were completed, the 1st by a nurse, Audrey John on the work of psychiatric nurses; the 2nd – by Anne McGhee, an almoner (1961) – on how patients perceive the care they receive. They demonstrated that nursing was researchable - and academics “argued that nursing research needed to be expanded – by people involved in the situation (p17).” To reach out to alumni, a Nursing Studies Association (1965) was created to advance nursing research and education (by the mid-90s, Dr Bernice West spoke on “nurses as autonomous practitioners”).

1967-1976:

- Surveys began (1969) which focused on the Nursing Studies alumni and their careers.
- Edwina Mountbatten Scholarships started (1968)
- ***The first Chair / Professor of Nursing Studies in Europe (1971) was created***
- The Nuffield Project (1971) created the ***1st joint appointment, academic clinical roles*** and gained useful insights into the application of research in clinical settings.
- ***1st Nursing Research Unit in a British University and Europe was set up (1971)***
- The district nursing certificate was added to the degree in 1972.
- Postgraduate Masters (MSc) courses in Education and Administration started (1975).

Elsie Stephenson died prematurely (age 51), and a memorial fund was set up. This fund is still used today for regular commemorative lectures, studentships, staff development and research. (Dr Sheila Allan one of the first graduates in Nursing Studies wrote Elsie’s biography “Fear Not to Sow” [Allan 1990]). She was succeeded by Dr Margaret Scott Wright who had done research in the Department of Public Health, and gained a doctorate in 1960. In 1971, she became the first Chair in Nursing Studies in Europe, confirming the claim of nursing to be a discipline and increasing its status within academia.

This decade saw Nursing Studies consolidate its academic base. There was a steady growth in student numbers (from 76 in 1970 to 125 in 1975), with a parallel increase in the staffing (Dr Rosemary Crow and Dr Ruth Shrock began at this time). University policy phased out certificated courses; as a result, the international school ceased to exist, and MSc courses, which attracted overseas students, were created for Nursing Administration and Nurse Education (1975). Thus, postgraduate level education for nurses was promoted within the universities while, in parallel, polytechnics started degree courses for nurses.

During Professor Scott Wright’s headship, the alumni’s experiences were documented. Surveys began (1969) to follow-up the careers of the graduates of the degree programme: work was continued by Dr Alison Tierney & Helen Sinclair (at 1991 – data to 1991 had been processed).

Professor Margaret Scott Wright was keen to promote research and secured a grant (1971, from the Nuffield Provincial Hospitals Trust, to employ academic Clinical Nursing Officers who became lecturers within the department. The Nuffield Project was innovative, and ambitious: to evaluate patient care, assess the effect of the university education on quality of care delivered by undergraduate nurses, facilitate information exchange between academic and clinical nursing staff and implement nursing research (Edith Notman, Billie Thomson, Dorothy Kilgour and Agnes Jarvis were appointed). It is arguably a pioneering leap in the dark: a first, in terms of creating combined academic/clinical roles. These joint appointment lecturers enhanced relationships between academia and service, and were appreciated by the undergraduates; useful insights were gained about the application of research in clinical settings. She persuaded the Scottish Home and Health Department (SHHD) that there was an urgent need to provide a locus within which research policy in nursing could be more coherently formulated, and, as a result the Nursing Research Unit (NRU) was created with its 1st Director, Lisbeth Hockey. The pioneer NRU research work is summarised by Alison Tierney, its second Director, in Biennial reports.

1977-1986:

- Policy context: Briggs Committee, United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC) created, Project 2000 and Jarratt Enquiry
- Curriculum changes saw some options being withdrawn, but Masters' courses were developed and the number of MPhil and PhD degrees increased to 19 in 1983.
- *A lectureship in Health Education* created with SHHD funding (1979), *the first post holder* was Miss EC Coutts.

The successor to Professor Scott Wright was Annie Altschul, distinguished in the field of mental health and during her period of tenure the Department began to integrate more intensively with Faculty colleagues and external agencies, to widen the Nursing Studies curriculum, and establish a measure of reciprocity.

Initiatives taken resulted in new Masters' courses: Nursing Studies worked with Business Studies to offer a new MSc in Nursing Administration to prepare nurses to fulfil management roles (1978), and worked with Education to offer a new (theoretically based) MSc in Nursing and Education (1986). In 1979, an innovative MSc in Health Education was set up collaborating with the Health Education Board for Scotland; the intention was to apprise students of the health education developments in the UK, evaluate health education strategies used by the media, and promote the role of the nurse as health educator.

Nursing Studies' courses were recognised as options for Social Science students within the faculty.

Internal university rationalisations – to increase its efficiency and effectiveness – followed the Jarratt Efficiency Enquiry (1985): Social Sciences joined the Law faculty, and quality assurance systems were strengthened. The later eighties saw changes within Nursing Studies e.g. the District Nursing Certificate, offered since 1972, was withdrawn in 1983 when Queen Margaret College offered instead a BA in Community Health Studies; the Diploma in Nursing was also deleted from the curriculum in 1976. The creation of a central registering body in the early eighties, and the publication of Project 2000 (1986) combined to herald major reforms which impacted on nursing education and led to changes in the BSc nursing degree.

Miss Helen Sinclair was Head of Department from 1979 – 1982. Professor Altschul retired in 1983 and was succeeded by Sister Penny Prophet, (from the University of Louvain, Belgium with an interest in mental health and burnout), as Chair of Nursing Studies in 1984. Penny Prophet resigned in 1993, and a year later the NRU closed as government funding was withdrawn. Dr Kath Melia well known in nursing circles for her publications in nursing ethics and sociology, became Head of Department in 1993, and assumed the Chair in 1996. Dr Alison Tierney, former Director of the NRU was appointed Reader in the Nursing Studies Department until her retirement in 1995.

1987-1996:

- Policy context: Project 2000 implemented.
- In 1986, the Honours Option to the BSc (Nursing) degree was developed.
- *A lectureship in Anatomy and Physiology* was created with a financial trust fund set up by ex-lecturer, Dr Kathleen Wilson, Dr Roger Watson, *first post holder* (1989).
- *A Macmillan Cancer Relief Fund lectureship* was created, *first post holder* Nora Jodrell and an MSc / Diploma in Cancer Nursing was offered for the first time (1996)

Project 2000 was accepted by the government in 1988. As a result of its recommendations: education was separated from service, Colleges of Nursing and Midwifery were affiliated to tertiary institutions, and validation of education programmes took place by National Board. The supernumerary status of NHS student nurses thus stopped, and a Higher Education Diploma was awarded to all nurses thus raising the standard of learning and examination to that of the awarding institution; the first diplomats passed their examinations in 1995.

Nursing Studies extended the undergraduate programme, offering a new Honours Option in 1986. New Masters' courses were introduced, demonstrating an awareness of the emerging trends in health care and the nursing profession. In 1991, the MSc Nursing Administration course was withdrawn and replaced by an MSc in Nursing and Health Studies. The demise of the administration course was due to dwindling numbers - related to the establishment of other Masters' programmes such as the Masters in Business Administration (MBA) perhaps better suited to the business ethos being promoted within the NHS.

Amplification of the curriculum took place in a period of fairly rapid change, and academic audit was implemented throughout the University. In the early nineties, Nursing Studies participated in the ERASMUS Scheme which forged links with the University of Navarre, Pamplona in Spain. Postgraduate students were admitted into the MSc in Nursing and Health and members of the department visited as lecturers to Spain; the affiliation promoted shared values and a greater understanding of European nursing.

CONCLUSION: the Nursing Studies Department at the University of Edinburgh

- Spearheaded the movement from a service to an academic education for nurses.
- Succeeded in establishing an impressive catalogue of ‘firsts’.
- Established nursing firmly within academia: “The unthinkable became the thinkable, then the norm”, and has provided well-equipped graduates into clinical service, plus
- Notably, it has provided individuals who occupy (leadership) positions of influence in the higher echelons of the profession either in administration or education.

It has undoubtedly promoted nursing excellence.

References

Allan S (1990) *Fear not to Sow, A life of Elsie Stephenson, First Director of University Nursing Studies in Europe*, The Jamieson Library, Penzance

Jarratt Report (1985) *Report of the Steering Committee for Efficiency Studies in Universities*, Committee of Vice Chancellors and Principals

<http://www.educationengland.org.uk/documents/jarratt1985/index.html>

(Last Accessed 17th March 2017)

APPENDIX 2

“Leaps in the Dark” Conference Programme John McIntyre Conference Centre University of Edinburgh 4th November 2016

08.30–09.15 Registration and coffee

(Opportunity for networking and recording memories)

09.30 Welcome address

Professor Sir Timothy O’Shea, the Principal of the University of Edinburgh

09.50 Welcome on behalf of the Alumni Organizing Group

Session Chair: Dr Sheila Rodgers, Alumna and Head of Nursing Studies,
The University of Edinburgh

10.00 Genesis of the first leap (1940s/50s)

Professor Anne Marie Rafferty, Alumna and Professor of Nursing Policy, Florence Nightingale
Faculty of Nursing and Midwifery, King’s College, London

Early experiences of the Nursing Studies Undergraduate Programme

Win Logan, former member of staff, Nursing Studies, the University of Edinburgh
Chair: Dr Sheila Rodgers, Alumna and Head of Nursing Studies, the University of Edinburgh

10.30 Nursing Studies as an early pioneering centre for nursing research

Professor Alison Tierney, Alumna and Former Head of Nursing Studies and Director
Of the Nursing Research Unit for Scotland

Leaps in the dark – influencing the national agendas

Professor Cathy Warwick, Alumna and Chief Executive, Royal College of Midwives
Chair: Professor Rosemary Mander, Alumna and Professor Emerita, Nursing Studies,
The University of Edinburgh

11.00 Morning coffee

(Opportunity for networking and recording memories)

11.30 Supporting learning in practice

Dr Colette Ferguson, Alumna and Director of Nursing, Midwifery and Allied Health Professions,
NHS Education for Scotland

Daring to be different

Dr Dorothy Armstrong, Alumna and Nurse Advisor to the Scottish Ombudsman and Visiting
Fellow, Nursing Studies, the University of Edinburgh
Chair: Dr Sheila Rodgers, Alumna and Head of Nursing Studies, the University of Edinburgh

12.00 International influences: A conversation

Professor Ruth Schrock, former staff member, Nursing Studies and Franz Wagner,
Alumnus and Chief Executive Officer, German Nurses Association
Chair: Dr Susanne Kean, Alumna and Lecturer, Nursing Studies, the University of Edinburgh

12.30 Session chair's summary

Dr Sheila Rodgers, Alumna and Head of Nursing Studies, the University of Edinburgh

12.40 Lunch

(Opportunity for networking and recording memories)

13.45–15.15 Optional parallel specialist sessions:**Nursing Studies and mental health nursing - *Salisbury Room***

Dr Rosie Stenhouse, Dr Jessica Maclaren and Dr Steve Tilley
Alumni, staff and former staff members

Nursing Studies and community nursing - *Holyrood Room*

Dr Linda Pollock, Dr Elaine Haycock-Stuart and Dr Fiona Cuthill
Alumnae, 'Leaps in the Dark' consultant and staff members

Nursing Studies and acute care nursing and leadership - *Pentland Suite*

Tracy Burton and Anna March
Alumnae and clinical nurse leaders

Creative approaches to research: Working with older people - *Duddingston Room*

Professor Charlotte Clarke, Head of School and Dr Sarah Rhynas, Alumna and staff member

15.15 Afternoon Tea

(Opportunity for networking and recording memories)

15.45 Modernising the undergraduate curriculum

Dr Jennifer Tocher, Alumna and Senior lecturer, Nursing Studies and former Undergraduate Programme Director, Bachelor of Nursing (with Honours)

The Gardner Scholarship - Facilitating personal leaps in the dark

Dr Sheila Rodgers Alumna and Head of Nursing with Alumni and Gardner Scholars: Dr Rosie Stenhouse, Dr Sarah Rhynas and Adam Lloyd

Session Chair: Dr Juliet MacArthur, Alumna and Chief Nurse Research and Development, NHS Lothian and Lecturer in Clinical Academic Research, Nursing Studies, The University of Edinburgh

16.15 Clinical education for student nurses: then and now

Professor Tonks Fawcett, Alumna and Professor of Student Learning, Nursing Studies with Lindy Manson former student from the 1980s and current Team Lead, Education and Employee Development Department, NHS Lothian

16.45 Final summary and farewells

Professor Daniel Kelly, Alumnus and RCN Professor of Nursing Research, Cardiff University and Honorary Visiting Professor, Nursing Studies, The University of Edinburgh

17.00 Close

APPENDIX 3

Innovation Initiative Grant: Memory template for Nursing Studies Alumni
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This project has received university ethics approval. Participation in the project and completion of this template and visual and aural recordings means that you consent to your data being analysed. The intention is to publish the findings in various ways, but any quotations or comments cited will be anonymous and/or subject to your approval.

- 1. EXPLAIN YOUR CONNECTION WITH NURSING STUDIES_(e.g. role, course title, date). Do separate sheets to help us capture multiple experiences or study periods in the Department):**

- 2. DID YOU PERSONALLY OR PROFESSIONALLY TAKE A TAKE A LEAP IN THE DARK GOING TO NURSING STUDIES OR DID THE DEPARTMENT TAKE ONE? - Explain:**

- 3. WHAT MEMORY / MEMORIES STAND OUT MOST FOR YOU_(about your time in the department)?**

- 4. WHAT IMPACT DID THE COURSE HAVE ON YOU SUBSEQUENTLY (short, medium and or long term)?**

- 5. WHAT IMPACT DO YOU THINK NURSING STUDIES HAS HAD ON NURSES AND NURSING NATIONALLY OR INTERNATIONALLY OVER THE SIX DECADES?**

If you would be willing to provide further follow-up information, please give contact details:

Return to linda.pollock5@btinternet.com or to CRCF 23 Buccleuch Place, Edinburgh by <u>7th Nov '16</u> .
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IN CASE OF COMPLAINT PLEASE CONTACT PROFESSOR CHARLOTTE CLARKE, HEAD OF SCHOOL: http://www.ed.ac.uk/files/imports/fileManager/WEB%20Complaint%20Form.pdf
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