

## Book Reviews

### **NURSING RESEARCH — A LEARNING GUIDE**

by Natalie Pavlovich

(The C.V. Mosby Co., Saint Louis 1978)

When one first glances at this comprehensive 264-page learning guide there is an undoubted temptation to hail it as the ideal do-it-yourself teaching aid for self-instruction in the fundamentals of nursing research and moreover, it appears that it would serve equally well in the hands of a lecturer for class assignments.

Its eight chapters take the student all the way through the major steps of the research process; each chapter is subdivided into logical sections; each section teems with questions (based on five very well-known prescribed books) that lead the student to seek, identify and examine key principles, concepts, terms and facts that she will hopefully be able to apply to everyday experiences.

However, there are some aspects which need closer consideration.

The author states initially that this learning guide is designed as a supplement which implies the necessity for further concurrent tuition.

If justice is to be done to the teaching of nursing research it should be a full semester course — a separate module. In this case this learning guide could be utilised to the full for it will take weeks to work through it systematically and thoroughly.

With the present system of a few periods allocated to the subject as part of a course in most basic programmes and at best the additional practice gained through the completion of a minor research project in some post-basic programmes, this guide could not be utilised to full advantage by virtue of lack of time.

Furthermore it is obviously designed for use by students who have access to unlimited source material for it requires the backing of an extensive library service — the number of articles **essential** to the completion of the questions in the eight chapters is over 40 while the recommended readings run to over 200 articles.

For the student who is resistant to this subject — and there are many — I would think the mammoth task posed by this text would loom as insurmountable and a constant source of frustration and would kill all motivation.

However, it has many points in its favour if it is utilised in the correct manner as an adjunct to the study of the phases in the research process — as a type of programmed learning text to which the students can refer in their own time. It would most certainly lead the students through a systematic and thorough review of the available literature as it comprises a most comprehensive reference to source material.

From the lecturer's point of view there is a wealth of questions of all kinds through which the student's knowledge can be evaluated and a battery of readymade multiresponse and true-false type questions which could save her hours of

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preparation of test and examination papers. Cross references and keys to these test questions allow for quick identification of the correct answers.

Each page is perforated and ready punched so that any key section could be removed or pages of questions could be incorporated in a loose-leaf file with the answers.

Many students, as we know, fare much better in programmes which encourage the adult way of learning through guided self-activity and for these students this excellent learning guide should be available on the shelves to stimulate their interest through self-discovery. Should they wish to acquire their own copy there is the consolation that the book is relatively inexpensive (approximately eight U.S. dollars).

Given the necessary interest in the subject, the availability of all reference material including the five prescribed books, the time to work systematically through each of the eight chapters, this learning guide could very well enhance the student's understanding and lead to the development of research competence which is very necessary in all spheres of practice.

E.B.I. BROWNLEE

### **DEATH AND IDENTITY**

(Hersiene uitgawe) onder redaksie van Robert Fulton  
(United Book Distributors)

Die boek is nie in die eerste plek met die oog op die mediese en verpleegberoep geskryf nie. As gevolg van ons toenemende bewustheid van die talle faktore wat die mens se lot bepaal, voorsien dit eerder in 'n werklike behoefte t.o.v. die student van die mens, en dit sluit ons almal in. Soos die redakteur aantoon, beoog dit in die algemeen die probleem wat die dood vir ons almal oplewer, te verlig.

Die redakteur het verskillende stukke hier byeengebring uit die werk van talle hedendaagse geleerdes wat op hulle beurt weer deur die werk van vroeër skrywers beïnvloed is. Die resultaat is 'n breë dekking van die moderne denke oor die onderwerp, veral uit die sosiologiese standpunt gesien.

Die boek bestaan uit vier gedeeltes wat verklarings van verskillende kenners bevat, met 'n indrukwekkende lys bronne by elke verklaring.

Die vier afdelings is:

- (i) Teoretiese besprekings oor die dood
- (ii) Opvattinge oor en reaksies op die dood
- (iii) Droefheid en rou
- (iv) Seremonie, Maatskaplike Organisasie en die Samelewing

Dit is 'n uitstekende bron vir die student wat soek na die sosiologiese, demografiese en sielkundige feite wat ons houding teenoor die dood beïnvloed. Ek wil aanbeveel dat dit 'n plek in alle Kollege-Biblioteke kry.

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