

INDEX

Note: Page numbers followed by “*n*” indicate notes.

- ‘Achilles heel’, 25
- Adult(s), 2
 - field of nursing, 30
- Altruism, 36, 117, 121
- America, 9, 12
- Assertiveness, 126
- Association of Hospital Management Committees, 20
- Athlone Committee’s Report, 20
- Audit trail diagram, 61
- Australia, 9, 10

- Better Services for the Mentally Handicapped, 26
- Briggs Report (1972), 29–30
- Brothers of Charity, St John of God, Drumcar, County Louth, 24

- Care in institutions, 24
- Celtic Tiger (*see* Irish Economic Boom)

- Certificate in Social Services, 27
- Children, 2
- CINAHL electronic searcher, 13
- Close team working, 124
- Clustering process, 52
- Commission of Inquiry on Mental Handicap, 25–26
- Community nursing, 72
- Compensation, 154, 170
- Confidentiality, 154, 170
- Confirmability, 60–61
- Congregated settings, 109–110
- Consent for Royal College of Nursing, United Kingdom, 159–160
- Contexts, 83–86
- Coping mechanisms and strategies, 73
- Copyright agreement and deposit instructions, 165–166

- Council of Deans, 31–32
 Credibility, 57–58
- Data Protection Act
 (1998), 53
- Data Protection
 Amendment Act
 (2003), 53
- Daughters of Charity at St
 Joseph's, Clonsilla,
 Dublin, 24
- Declaration of Helsinki, 53
- Dependability, 59–60
- 'Deviant' social group, 30
- Digging deep, 72–74
- Disclosure protocol,
 177–179
- Early interest in intellectual
 disabilities, 69
- Early promotions, 76–77
- Electronic searchers, 13
- Emotional labour in
 nursing, 118
- English interviews and
 transcriptions, 63, 66
- English Care Quality
 Commission (2012),
 128
- English National Health
 Service, 14
- English nurses, 129
- English participants,
 63–66
- Enjoyment, 71
- Ethical approval, 154
- Ethno-sociological
 approach, 51
- Eugenics, 23
- Exclusion
 criteria, 46–47
 from participation,
 153–154, 170
- External support, 79–83
- Family/essential support
 from others,
 80–81
- Fighting system, 71–72
- Free rider phenomenon, 38
- Gantt Chart of
 'Untold Stories'
 Project, 150
- Gatekeeper, 49
- General nursing
 theory, 33
- Grouping, 52
- Health Information and
 Quality Authority,
 127
- Health Service Executive,
 145
- Health Social Care Policy,
 25–29
- Home-management, 27
- Hong Kong, 2, 12n2
- House-keeping, 27
- In-depth coverage, 60
- Inclusion criteria, 46
- Informed and written
 consent, 54–55
- Informed consent form,
 161–163

- 'Intellectual and developmental disability nursing', 12*n*3
- Intellectual disability
 - nursing, 1–2, 6, 8, 13, 69–70
 - changing service
 - philosophies and nature of care and support, 22–25
 - developing and upholding values, 103–104
 - in England, 2
 - Health Social Care Policy, 25–29
 - individual, 35–36
 - learning, 122–131
 - objectives, 11
 - past and contemporary
 - context of, 14–21
 - perspectives on, 95–98
 - predicting future, 4
 - prevailing discourse, 115
 - profession, 29–34
 - relearning, 116–122
 - retention, 28
 - specialist nature, 3
- Intellectual disability services
 - changing nature, 92–94
 - current culture, 94–95
 - historical conditions, 91–92
 - nature of, 90
- Internal support, 79–83
- Interview schedule, 49–51
- Interviews, 66
- Irish Economic Boom, 3
- Irish Health Information and Quality Authority
 - framework (2013), 128
- Irish interviews and transcriptions, 88–90
- Isolation, 74
- Jay Report (1979), 26–27
- Jurisdictions, 140
- Lancet Report, 19–20
- Learning disability, 12*n*1
- Learning Disability Practice, 47
- Legacy issues, 55–56
- Letter to participants, 157–158
- Life-story interviews, 51
- Lifetime's journey, 100
- Male nurses, 131
- Marginalisation, 120
- MEDLINE electronic searcher, 13
- Mental Deficiency Act (1913), 23
- Mental deficiency nurse, 29
- Mental Handicap Nurse, 28
- Mental health, 2
 - nurses, 26–27

- Mental Health Act (1959), 25
- Methodological issues, 41
- data analysis, 51–53
 - data collection, 47–51
 - exclusion criteria, 46–47
 - inclusion criteria, 46
 - procedure, 47–49
 - research governance and ethical considerations, 53–56
 - research participants, 45–46
 - semi-structured interviews and interview schedule, 49–51
 - validity and reliability, 56–61
- Monograph, 135
- limitations and weaknesses, 140–142
 - strengths of monograph and project, 138–140
- National Health Service, 144
- in England, 14, 16
- Non-intellectual disability services, 34
- Normalisation, 26
- Nurse
- educators, 145
 - researchers, 144–145
 - training, 102
- Nurse's Registration Act (1919), 19, 22
- Nursing, 81–83, 130
- practice, 2
- Nursing and Midwifery Board of Ireland (NMBI), 3
- Nursing and Midwifery Council, UK (NMC). 81–83
- Nursing Times, 47
- Opportunities, 75–79
- Optimism, 18
- Oral history, 42–45, 117, 120
- method, 135–136, 140, 142
 - oral historical account of sustainability of health care workforce, 173
 - questions for semi-structured interview, 173–176
- Ordinary health services, 9
- Parallel stigma, 30
- Participant diary, 167
- benefits, 169–170
 - compensation, 170
 - confidentiality, 170
 - exclusion from participation, 170
 - permission, 171
 - procedures, 169
 - risks, 170

- untold stories, 168
- voluntary participation, 171
- withdrawal from study, 171
- Participant information sheet for 'Untold Stories', 151
- benefits, 153
- compensation, 154
- confidentiality, 154
- exclusion from participation, 153–154
- permission, 154
- procedures, 152–153
- risks, 153
- voluntary participation, 154
- withdrawal from study, 154
- Passion, 71
- People with intellectual disabilities, 2
- Permission, 154, 171
- Personal coping mechanism, 72
- Personal resilience, 72–74
- Personal/professional distance, 86–88
- Phenomenological approaches, 52
- epistemology, 42
- Positionality, 139
- Pressure, 105
- Professional boundaries, 124
- coping mechanism, 72
- nurse regulatory bodies, 118
- Psychiatric institutions, 23
- Qualitative researchers, 138
- Random sampling, 142
- Reflexivity, 138–139
- Registered Fever Nurses, 5
- Registered Infectious Disease Nurses, 5
- Registered Nurse for Intellectual Disability (RNID), 95
- assertive, 99–100
- building connections, 98–99
- nature of, 95
- perspectives on intellectual disability nursing, 95–98
- Reliability, 56–61
- Religious congregations, 121
- Republic of Ireland, 2, 17
- community living in, 4–5
- intellectual disability nurses in, 5
- intellectual disability nursing in, 19
- themes and categories for, 90
- Republic of Ireland, 88
- Research method, 41

- Restrictions, 75–79
- Retirement, 107
- Rhymes, 43
- Royal College of Nursing (RCN), UK, 81–83, 142, 152–153
 - copyright agreement and deposit instructions, 165–166
 - oral history project, 165
- Royal Medico-Psychological Association, 23
- Satisfaction, 71
- Scottish National Review, 10
- Self-fulfilment, 106
- Self-satisfaction, 106
- Self/professional/intellectual development, 75–76
- ‘Self’, 139
- Semi-structured interviews, 49–51
- Sense of justice, 66–68
- Sense of knowing right people, 77–78
- Service, 118
 - providers, 145
 - provision, 128
- Shared agency, 66–75
- Shared visions, 66–75
- Snowball sampling, 45
- Social Care workers, 4
- Social coping mechanism, 72
- Social historical interpretation, 116
- Social justice, 117
- Societal change, 109
 - changing perspectives, 110–113
 - congregated settings, 109–110
- Songs, 43
- Specialist workforce, 5–6
- Staff(ing)
 - awareness of
 - professional boundary setting, 125
 - crisis, 20–21
- State Enrolled Nurses (SENs), 46, 62*n*1
- Stigmatisation, 121
- Stories, 43
- ‘Stories of importance’, 136
- Storytelling, 42
- Strengthening the Commitment, 18
- Stress, 106
- ‘Subjectivity’, 139
- Team working, 79–80
- Thematic data analysis, 51
- Themes and categories
 - for England, 67
 - for Republic of Ireland, 90
- Transcriptions, 66
- Transferability, 58–59
- Treatment, 25
- Trinity College Dublin (TCD), 154
- Turf-wars, 34

- United Kingdom, 2, 81–83
- United Nations Universal Declaration of Human Rights (1948), 24
- University of West London (UWL), 154
- Untold stories, 168
- Validity, 56–61
- Voluntary participation, 154, 171
- Withdrawal from study, 154, 171
- Work houses, 23