Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

THE

NURSING

ROAD

Commencing a nursing qualification can be an exciting yet daunting prospect. *The Road to Nursing* empowers nursing students to become effective practitioners by providing an in-depth foundational knowledge of the key concepts and skills that will underpin their entire nursing journey.

Written by an expert team of academics and practising nurses, this text emphasises the importance of meaning-making, supporting students to critically engage with key knowledge that informs their ongoing learning, development and professional identity. Each chapter supports learning through pedagogical features including case studies, nursing perspectives, reflections, key terms, review questions and research topics. The additional activities accessed through the VitalSource eBook reaffirm comprehension and encourage critical thinking.

The Road to Nursing is written in an accessible narrative style, providing a friendly guiding voice that will support students from the classroom into practice.

Nick Arnott is a lecturer in the School of Health Sciences at the University of Tasmania.

Penny Paliadelis has recently retired as Executive Dean of the Faculty of Health at Federation University.

Mary Cruickshank is Head of the School of Nursing, Midwifery and Healthcare at Federation University.

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

THE ROAD TO NURSING

EDITED BY NICK ARNOTT PENNY PALIADELIS

AND MARY CRUICKSHANK



© in this web service Cambridge University Press

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>



University Printing House, Cambridge CB2 8BS, United Kingdom One Liberty Plaza, 20th Floor, New York, NY 10006, USA 477 Williamstown Road, Port Melbourne, VIC 3207, Australia 314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India 79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org Information on this title: http://www.cambridge.org/9781108435284

© Cambridge University Press 2019

This publication is copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019 (version 2, May 2019)

Cover designed by Tanya De Silva-McKay, TDSM Design Media Typeset by Integra Software Services Pvt. Ltd Printed in Singapore by Markono Print Media Pte Ltd, March 2019

A catalogue record for this publication is available from the British Library

A catalogue record for this book is available from the National Library of Australia

ISBN 978-1-108-43528-4 Paperback

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited Level 11, 66 Goulburn Street Sydney NSW 2000 Telephone: (02) 9394 7600 Facsimile: (02) 9394 7601 E-mail: memberservices@copyright.com.au

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

.. ...

Every effort has been made in preparing this book to provide accurate and up-to-date information that is in accord with accepted standards and practice at the time of publication. Although case histories are drawn from actual cases, every effort has been made to disguise the identities of the individuals involved. Nevertheless, the authors, editors and publishers can make no warranties that the information contained herein is totally free from error, not least because clinical standards are constantly changing through research and regulation. The authors, editors and publishers therefore disclaim all liability for direct or consequential damages resulting from the use of material contained in this book. Readers are strongly advised to pay careful attention to information provided by the manufacturer of any drugs or equipment that they plan to use.

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

Contents

List of figures and tables	xi
List of contributors	xii
Using your VitalSource eBook	xvi

Part 1 Beginning

Chapter 1	The journey begins Nick Arnott, Penny Paliadelis and Mary Cruickshank	3
	Introduction	4
	Welcome to nursing	4
	About this book	7
	Summary	13
	Review questions	14
	Further reading	14
	References	14
Chapter 2	Awakening and engaging in your learning Judith Lyons	16
	Introduction	17
	What is an awake student?	17
	Why be awake?	20
	What stops you being awake?	22
	How to be more awake in your learning	23
	How can nursing students engage in university learning?	24
	Summary	26
	Review questions	27
	Research topic	27
	Further reading	27
	References	27
Chapter 3	Contemporary nursing education Nick Arnott, Carolyn King, Patricia Bromley and Kylie Hoffman	29
	Introduction	30
	Capability in nursing	30
	What does an undergraduate nursing degree involve?	34
	Strategies for learning success	43
	Summary	44

v

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

vi **CONTENTS**

	Review questions	44
	Research topic	44
	Further reading	45
	References	45
Chapter 4	Preparing for success Lolita Wikander and Judith Lyons	48
	Introduction	49
	Tips, tricks and techniques for successful learning	49
	Reflection and self-directed learning	52
	Collective learning and peer support	55
	Summary	58
	Review questions	58
	Research topic	59
	Further reading	59
	References	59

Part 2 Becoming 61

Chapter 5	The heart of nursing Melanie Eslick, Lolita Wikander, Nick Arnott and Danielle Williams	63
	Introduction	64
	Perspectives on nursing	64
	Why do you want to be a nurse?	66
	Caring, compassion and kindness	67
	Professional identity	76
	Summary	78
	Review questions	78
	Research topic	79
	Further reading	79
	References	79
Chapter 6	Philosophical underpinnings	82
	Suzanne Bliss, Nick Arnott and Kerry Howells	
	Introduction	83
	What is nursing philosophy and why does nursing need a philosophical foundation?	83
	Two approaches to the question of how nursing should represent itself	85
	Aristotle's account of virtue	86
	The role of emotion in acquiring the virtues	89
	Gratitude in nursing	91
	Nursing as eudaimonic practice: The alignment of ends	93
	Summary	95
	Review questions	96
	Research topic	96

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

CONTENTS	vii
----------	-----

	Further reading References	96 96
Chapter 7	The history and evolving image of nursing Mary Cruickshank, Penny Paliadelis, Swapnali Gazula and Margaret McAllister	99
	Introduction	100
	The evolution of the nursing profession	100
	The impact of nursing stereotypes	105
	Shaping our own image	106
	Identify strategies for enhancing understandings of the reality of nursing as a profession	108
	Summary	112
	Review questions	112
	Research topic	113
	Further reading	113
	References	113
	References	115
Chapter 8	Thinking like a nurse	117
	Joanne Porter, Alicia J. Perkins, Judith Lyons and Shireen Sewgolam	
	Introduction	118
	Critical thinking	118
	Clinical judgement	119
	Clinical reasoning	121
	Reflective practice	124
	Professional portfolio	131
	Summary	134
	Review questions	134
	Research topic	135
	Further reading	135
	References	135
Charles		107
Chapter 9	Health and healthcare in Australia Diana Guzys and Kathleen Tori	137
		120
		138
	Health and illness	138
	The healthcare continuum	140
	The Australian healthcare system	142
	Nurses and nursing in the Australian healthcare system	146
	Summary	148
	Review questions	148
	Research topic	149
	Further reading	149
	References	149

viii CONTENTS

Chapter 10	Understanding self and others Nick Arnott, Penny Paliadelis, Mary Cruickshank and Danielle Williams	152
	Introduction	153
	Self-awareness	153
	Awareness of others	154
	Social and emotional intelligence	159
	Mindfulness	162
	Summary	164
	Review questions	165
	Research topic	165
	Further reading	165
	References	165
Chapter 11	Foundations of nursing practice	168
	Rhian Cramer, Nicole Coombs, Judith Lyons and Jeong-ah Kim	
	Introduction	169
	Quality and safety in nursing practice	169
	Evidence-based practice	170
	Person-centred practice	172
	Communication and interpersonal skills	175
	Summary	180
	Review questions	180
	Research topic	181
	Further reading	181
	References	181
Chapter 12	Nursing as a profession	183
	Judith Lyons and Suzanne Bliss	
	Introduction	184
	Legal and regulatory requirements	184
	Professional practice framework	185
	What are professional boundaries?	196
	Scope of practice	199
	Summary	200
	Review questions	200
	Research topic	201
	Further reading	201
	References	201

CONTENTS ix

Chapter 13	Professional experience placements Nick Arnott, Melanie Eslick and Maryanne Podham	204
	Introduction	205
	What are professional experience placements and why are they an	
	essential part of your learning?	205
	Achieving positive and successful placement experiences	209
	Scope of practice	215
	Organisational and time-management skills	217
	Social media: Handle with care	220
	Summary	222
	Review questions	223
	Research topic	223
	Further reading	223
	References	223
Part 3	Being	227
Chapter 14	Being a safe and ethical practitioner	229
	Gina Mata, Joyce Hendricks and Elisabeth Jacob	
	Introduction	230
	Clinical governance and clinical risk	230
	Legal and ethical issues, dilemmas and strategies	233
	Professionalism and being a professional	236
	Summary	240
	Review questions	240
	Research topic	241
	Further reading	241
	References	241
Chapter 15	Being a member of an interprofessional team	243
	David Stanley and Karen Stanley	
	Introduction	244
	Communication	244
	Interprofessional teamwork	247
	Conflict resolution	249
	Peer learning and mentoring	251
	Summary	253
	Review questions	254
	Research topic	254
	Further reading	254
	References	254

x CONTENTS

Chapter 16	Empowering our profession Nick Arnott, Kylie Ward and Melanie Eslick	256
	Introduction	257
	We all have a role to play	257
	Perspectives on leadership and empowerment in nursing from the	
	Australian College of Nursing	261
	Developing your leadership potential	267
	Summary	274
	Acknowledgement	275
	Review questions	275
	Research topic	275
	Further reading	275
	References	275
Chapter 17	Preparing for the transition to registered nursing practice Jacqueline Lea	278
	Introduction	279
	The process of transition to registered nursing practice	279
	Strategies to successfully manage the transition to the first year of professional practice	284
	Professional roles, autonomy and responsibilities of the registered nurse	286
	Developing and refining a professional portfolio reflecting beginning	
	registered nursing status	289
	Summary	292
	Review questions	292
	Research topics	293
	Further reading	293
	References	293
Chapter 18	Conclusion: What now? Where to from here? Penny Paliadelis	295
	Introduction	296
	Stories from practice	296
	Nursing careers	302
	Lifelong learning	302
	Giving back	303
	Summary	305
	References	305
Index		307

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

Figures and tables

Figures

0.1		32
3.1	The gears of capability for student nurses	32
3.2	The Postgraduate Certificate in NIC capability wheel: The embodiment	
	of a capable neonatal nurse	33
3.3	Common learning and teaching framework for an undergraduate nursing degree	35
7.1	Florence Nightingale	101
7.2	Australian war propaganda featuring nurses	103
7.3	The traditional image of the nurse	106
8.1	Five-step nursing process used as a decision-making approach to promote	
	critical thinking in nursing	122
8.2	Useful analysis and interpretation phrases	127
8.3	Useful outcomes/conclusion phrases	128
8.4	Gibbs' reflective cycle	128
8.5	Taylor's framework	130
9.1	The social gradient	139
9.2	The primary healthcare patchwork	141
9.3	The healthcare continuum	141
11.1	Evidence-based practice	170
11.2	Levels of evidence	172
11.3	Person-centred practice	174
12.1	Registered Nurse Standards for Practice	189
12.2	The clinical reasoning cycle	192
13.1	The cyclical nature of knowledge pursuit and clinical application	206
17.1	Reality shock model	280
17.2	Transition shock model	281
17.3	Stages of transition theory	282
		202

Tables

5.1	Watson's clinical caritas processes	68
	Roach's 6Cs of caring	69
	Models of critical reflection	126
8.2	Structured reflection	129
8.3	The stages of Kolb's reflection cycle	130
8.4	Elements of Taylor's framework	131
	The five practices and ten commitments of exemplary leadership	261

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

Contributors

Nick Arnott is a lecturer in nursing in the School of Health Sciences at the University of Tasmania. In a career spanning almost 30 years, he has held clinical, policy and executive roles in acute care, community and primary healthcare, disability support, and international health and development. Since moving into academia in 2009, Nick has maintained a research interest in nursing education, gratitude and the health of vulnerable and marginalised population groups, but his main passion is teaching and the opportunity to mentor and empower the next generation of nurses.

Penny Paliadelis has recently retired from the position of Executive Dean, Faculty of Health at Federation University Australia. Prior to that, Penny was at the University of New England, where she held a variety of leadership roles. Penny's discipline background is nursing and she worked in aged care, coronary and intensive care settings in large metropolitan hospitals as well as in generalist rural hospitals before moving into an academic role in the 1990s. In her academic career, she has led the development of high-quality, innovative, accredited health curricula across a number of health disciplines, many using engaging online pedagogies. Penny's research focus is primarily building leadership roles in health and particularly in the nursing profession, and she has conducted a number of funded projects to develop collaborative interprofessional health education using digital storytelling approaches, always with a focus on workforce capacity-building.

Mary Cruickshank is Head of the School of Nursing, Midwifery and Healthcare at Federation University and an Adjunct Professor at Naresuan University, Thailand, where she teaches research methodologies and supervises Master's and PhD students in the College of Health Systems Management. Mary has published widely, both internationally and nationally, and she has conducted numerous research projects on rural health topics, health education, evidence-based practice, and organisational and workplace culture.

Suzanne Bliss is a lecturer in philosophy and healthcare ethics at the University of Tasmania. She has a background as a registered nurse and a Bachelor of Arts majoring in philosophy and anthropology, completing a PhD in philosophy in 2008. Her current research interests relate to issues surrounding moral pedagogy – particularly with respect to students of nursing and other health professions. She teaches legal and ethical issues in healthcare to nursing and paramedic students, and ethics, metaphysics and epistemology to philosophy students.

Patricia Bromley is a lecturer in nursing at the University of Tasmania. She teaches in the Bachelor of Nursing and is unit coordinator of the Postgraduate Certificate in Neonatal Intensive Care (PG Cert NIC). She is undertaking a Doctorate of Education exploring the concept of capability in postgraduate nursing students in Australia neonatal intensive care.

Nicole Coombs is a lecturer at Federation University Australia and has ten years' clinical experience in emergency nursing. She is particularly interested in primary health and health promotion, as well as the teaching and learning of future nurses. Combining these areas of nursing, her research interests include patient education in the emergency department and nursing education.

Rhian Cramer is the program lead of the Graduate Diploma of Midwifery at Federation University Australia. Rhian is an experienced clinician, having practised in a variety of metropolitan, regional and remote settings. Her areas of special interest and research focus are women's health, lactation, and community and tertiary education.

CONTRIBUTORS

xiii

Melanie Eslick is a registered nurse and clinical trials coordinator who works in the Haematology and Oncology Centre for Clinical Research and the Oncology Outpatients ward at Royal Hobart Hospital. Melanie is a University of Tasmania Vice-Chancellor's Leadership Award recipient who, after finishing her nursing degree in 2017, completed the prestigious Australian College of Nursing Emerging Nurse Leader program. She also undertook a research internship, then Honours, at the Menzies Institute for Medical Research. Melanie is interested in compassionate nursing care and promoting the role and importance of research to nurses and nursing students.

Swapnali Gazula is a nursing lecturer at Federation University Australia. With nearly 15 years of working in academia and industry, she has numerous academic accolades, and is currently pursuing her PhD on the topic of peer learning in nursing education.

Diana Guzys is a lecturer at La Trobe University. Since commencing her role at the university, Diana has completed a Master of Nursing and is currently a PhD candidate. After relocating to a rural environment and taking up a community health nursing role, Diana embraced a change in her professional practice and career direction. Having worked as a generalist community health nurse and later as a secondary school nurse, her current research focus is on improving and optimising the health of rural communities.

Joyce Hendricks is Associate Professor in the School of Nursing, Midwifery and Social Sciences at Central Queensland University. She has worked in the academic sector for 20 years. This time has been interspersed by roles in industry in high-level positions mostly related to the education, across the board, of nurses, midwives, doctors, allied health, corporate and other supporting staff. This hands-on industry experience has provided her with a realistic appreciation of real-world issues related to research, competence assessment and maintaining the up-to date knowledge and skills of a multidisciplinary workforce providing frontline care.

Kylie Hoffman is a teaching-intensive academic in the School of Health Sciences at the University of Tasmania, where she has been involved in bioscience education for undergraduate nursing and paramedic students for more than 11 years.

Kerry Howells is a teacher educator and academic at the University of Tasmania. In order to fully realise her passion to teach to the totally engaged, or 'awake', learner, she has developed a unique approach where traditional teaching and learning practices are enhanced by greater attention to practices of gratitude. Dr Howells' book, *Gratitude in Education: A Radical View*, has encapsulated many case studies and has been used to guide educational programs and theory globally in a range of contexts.

Elisabeth Jacob is an experienced clinical nurse, educationalist and researcher. Her strong clinical links provide essential networks for her research areas of evidence-based practice, nurse education and the nursing workforce. In her position as Associate Dean Nursing at Edith Cowan University, she is responsible for the leadership of curriculum design, development and delivery for nursing programs. Elisabeth's research has made a significant contribution to the body of literature around nursing education, transition to practice, and various nursing workforce roles and responsibilities. Current projects include investigating the evidence base for the collection of blood samples through peripheral intravenous cannulas, simulation in health education and the development of an educational program for carers of people with younger onset dementia.

Jeong-ah Kim is an academic at Federation University with expertise in the field of nursing, public and occupational health, and patient safety acquired over the last 20 years. She has broad experience in teaching nursing and other health discipline programs, and has achieved significant results related to promoting university programs for both postgraduate and undergraduate courses in nursing and occupational health and safety at national and international conferences.

CONTRIBUTORS

xiv

She is particularly interested in how different systems, methods, environments and social issues influence society, our wellbeing and patient safety.

Carolyn King is a lecturer in bioscience at the School of Health Sciences, University of Tasmania, where she has been teaching for the past 11 years. She has a PhD in neuroscience and her research interests include open and online education, the gamification of learning and educational neuroscience.

Jacqueline Lea is a senior lecturer and the coordinator for higher-degree research programs in the School of Health at the University of New England. As a registered nurse and active researcher, Jackie's research interests include the transition process from student to beginning level clinician, clinical education and workplace learning in health, quality and safety in healthcare.

Judith Lyons is Associate Dean Learning and Teaching in the Faculty of Health, Federation University Australia. Her background experience and expertise are in higher education academic development, nursing and midwifery practice and education, curriculum design, flexible learning and evaluation. Judith is an award-winning teacher, with an Australian National Citation Award for Outstanding Contribution to Student Learning. The focus of her research is the scholarship of learning and teaching, including curriculum design and development, learning and teaching pedagogical innovations in nursing and midwifery education within the higher education context.

Gina Mata is a lecturer at the School of Nursing and Midwifery, Edith Cowan University. She began as an enrolled nurse, undertaking a Diploma of Nursing through the West Australian School of Nursing. This was followed by a Bachelor of Science (Health Promotion) from Curtin University and a Postgraduate Diploma of Nursing and a Master of Training and Development from Edith Cowan University. Her research interests include nursing professionalism, curriculum design, online and blended learning strategies and student support measures. Gina is an Australian and Nursing Midwifery Council (ANMC) national accreditor, a reviewer for *Nurse Education Today* and a committee member of the global professional nursing organisation Sigma Theta Tau.

Margaret McAllister is Professor of Nursing at Central Queensland University. Her research interests are in nursing education, nursing history and mental health nursing. She has published seven books and 150 refereed journal articles.

Alicia J. Perkins has over 30 years' nursing experience as a clinician, manager and educator, specialising in cardiothoracic intensive care and cardiovascular catheterisation since 1990. From 2000 until 2008 she worked as a nurse unit manager at Cardiovascular Catheter Laboratories. In addition to being a registered nurse, she holds a Bachelor of Psychological Science and postgraduate qualifications in trauma and critical care. She is focused on empowering nurses through the acquisition of knowledge, and strives to motivate all nursing students to share this passion.

Maryanne Podham is a lecturer in nursing at Charles Sturt University, with over 20 years' experience in clinical nursing in rural practice. She is passionate about student-centred education and improving clinical practice.

Joanne Porter is a senior lecturer in the School of Nursing, Midwifery and Healthcare at Federation University Australia. She has worked in both metropolitan and regional health facilities, predominantly in emergency departments and intensive care units. Her research interests include deteriorating patient outcomes, simulation and emergency care research.

Shireen Sewgolam is a lecturer at Federation University. She previously worked at Massey University, New Zealand, assimilating her clinical nursing practice skills from South Africa. Shireen's main focus is health professional education, which transfers knowledge and skills to the individual, family and community.

CONTRIBUTORS

xv

David Stanley trained as a registered nurse and midwife in South Australia. In 1993 he completed a Bachelor of Nursing at Flinders University. He then worked as a volunteer midwife in Africa (Zimbabwe) before moving to the United Kingdom and working as a coordinator of children's services and a nurse practitioner. He has a Master of Health Science and a nursing doctorate, and has been Director of Nursing in Central Australia for Remote Health Services in Alice Springs. David has taught nursing since 1987. In 2011 David was awarded the Pearson Nurse Educator of the Year and he is now a Professor in Nursing at the University of New England.

Karen Stanley is a senior lecturer in the School of Medicine and Health at the University of New England. She nursed in the United Kingdom for 20 years, migrating to Australia in 2009. Karen's teaching interests include assessment in clinical education, communication and counselling skills, and research and evidence-based practice. Her research interests include interprofessional socialisation practices within higher education, men in nursing, clinical leadership and the role of uniforms within simulated learning environments. Karen is committed to nursing, as well as promoting interprofessional collaboration for students and health educators, in clinical practice and higher education.

Kathleen Tori is an emergency nurse practitioner with a variety of experience in both clinical and educational sectors. She is about to commence a new role as the Director of Postgraduate Nursing at the University of Tasmania. Kathleen practises clinically in rural and remote healthcare settings to maintain her clinical competency. She has been involved in researching the nurse practitioner role for a number of years and recently completed her PhD. Other research projects have included the role of the advanced practice nurse in small rural health services and the use of simulation for knowledge retention for high-acuity postgraduate nursing students. Kathleen is the current national secretary of the Australian College of Nurse Practitioners.

Kylie Ward is an Adjunct Professor and the CEO of the Australian College of Nursing. She has had a successful and celebrated career as a nursing leader, and health and aged care executive in Australia for over 25 years. Her clinical background is in intensive care and aged care, and she has held multiple leadership positions in major health services in New South Wales and Victoria. Kylie is particularly interested in nursing professionalism and advancing nurse leadership. She has been awarded many leadership awards and recently took out the 'For Purpose and Social Enterprise' category of the ACT Telstra Business Women's Awards for her contributions to the nursing profession.

Lolita Wikander is a senior lecturer at Charles Darwin University. She is an experienced educator with a background and interest in remote health, the assessment of simulated clinical skills, and the retention and engagement of first-year undergraduate nursing students, especially in the online environment.

Danielle Williams is a senior lecturer in the School of Health Sciences, University of Tasmania. She has worked in a number of different roles, most recently in industrial, research and educational settings. She teaches primarily in undergraduate programs. Danielle has a PhD in nursing, and is particularly interested in the use of qualitative research methods to aid in understanding the experience of marginalised people in healthcare settings.

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

Using your VitalSource eBook

Once you have registered your VitalSource access code (see the inside front cover for instructions), you will have access to the enhanced eBook via your VitalSource Bookshelf. The navigation instructions below provide a general overview of the main features used within the enhanced eBook.



This icon is used throughout the textbook to indicate the presence of an interactive component in the eBook. A descriptor indicates the type of content available.

Navigation and search

Move between pages and sections in multiple ways, including via the linked table of contents and the search tool.



skills that serve the interest of patients are reviewed. Interacting with professional colleagues is presented in the context of team communication and collaborative working relationships. Guidelines in communicating through written

and legal Key term for chapter

practice must be effective at producing shared meaning between people. For this reason, the chapter begins with an overview of the process of interpersonal communication and what makes it effective. The emphasis is on the formation of professional relationships with patients and colleagues, as communication is the means by which relationships develop.

Key terms

Hover over bold terms to display pop-up definitions of key concepts.

Highlight

Highlight text in your choice of colours with one click. Add notes to highlighted passages.

on' aspects of nursing that you caring display of genuine kindness and concern for others in a also see marsing as a caring profession and your desire to care for people in mean-

Cambridge University Press 978-1-108-43528-4 — The Road to Nursing Edited in association with N. Arnott , P. Paliadelis , M. Cruickshank Frontmatter <u>More Information</u>

USING YOUR VITALSOURCE EBOOK

xvii

Wultiple-choice question
 C: Feeling pity or sorrow for the misfortune of another person would best [×] be described as:

 A - Empathy
 B - Kindness
 C - Compassion kindness
 D - Sympathy

 Check Answers

Multiple-choice questions

Open the multiple-choice questions pop-up box, select your choice of correct answers and click 'Check Answers' to assess your results. Note that this box can be moved about the page in order for you to read text while choosing your answers.

Short-answer questions

Read the question and type your answer in the box. Submit your answers to view the guided solutions and assess your results. Note that the solution pop-ups can be moved about the page.

Short-answer question C: What are some of the common areas in which nurses may undertake roles? Game of the common areas in which nurses may undertake roles, with durate roles network management, research and education. Submit

Connecting with practice

The self-compassion scale

Dr Kristin Neff (2003) developed the 'self-compassion scale', which provides a measure of our levels of self-compassion and examines some of the typical ways you may act towards. or feel about, yourself in difficult times. You can complete the scale at the link above, where you will also find some strategies and practices to help foster your self-compassion.

Connecting with practice

Visit industry-related websites to see and understand real-world examples of the theories and concepts covered in the text.

Videos

Click the icon to view relevant video content to extend your knowledge on the topics presented in the book. Each video is accompanied by a question to prompt your learning.

What if you became a nurse?

This video presentation by nurse and author Sana Goldberg outlines some of the different paths people take to nursing and how things don't always turn out as planned. It explores some existing stareotypes and looks at how nurses have challenged these storeotypes.

Question

What reasons does Goldberg give to suggest that we should think about nursing in a new way?

? Review questions

Q1: What did Roach identify as the 6Cs of caring?

Compassion – living with awareness of our relationship to all living creatures; a quality of Compassion is living with Compassion is living with Compassion is living with

responsibility

Review questions

Respond to the discussion questions at the end of each chapter and use the guided solutions to assess your responses. Note that the solution pop-ups can be moved about the page.