

Index

- abbreviations, 42
- academic challenges, 54
- academic engagement indicators, 23–4
- accountability, 195
- acronyms, 42
- active learning, 18, 20, 43, 258
- acute care, 140, 142, 214
- advanced practice nursing (APN), 146
- adverse events, 230
- advocates, nurses as, 109, 263
- aged care, 209, 214, 298–9
- AIDET mnemonic, 176
- anatomy, 42
- anger, 90
- apologies, power of, 251
- Aristotle, 83, 85
 - and rationality, 87
 - on virtue, 86–7
- art of nursing, 6
- assessment
 - and understanding, 22
 - definition, 208
 - described, 40–1, 55
 - preparation, 51
 - and professional experience
 - placements, 208
 - understanding, 55
- attribution biases, 197
- auditory learners, 21
- Australian Charter of Healthcare Rights, 234
- Australian College of Midwives (ACM), 187
- Australian College of Nursing (ACN)
 - Emerging Nurse Leader Program, 268, 269
 - on leadership and empowerment, 261–4
- Australian Commission on Safety and Quality in Healthcare (ACSQHC), 231
- Australian Health Practitioner Regulation Agency (AHPRA), 30, 184
- Australian Nursing and Midwifery Accreditation Council (ANMAC), 34, 185
- Australian Nursing and Midwifery Federation (ANMF), 198
- Australian Qualifications Framework (AQF), 22, 53
- autonomy, respect for, 233
- awake state, 17–19, 20–1
- awareness of others, 154–5
 - see also* self-awareness
- being stage, 282
- beneficence, 233
- biases, 197–8
- biomedical model of health, 138
- biopsychosocial model of health, 139
- bioscience, 41–2
- blended learning, 34–6
- block placements, 207
- boardrooms, 259
- Borton’s framework, 127–8
- Boykin and Schoenhofer’s theory of nursing, 68
- breathing, mindful, 163
- bulk billing, 143
- Bullwinkel, Vivian, 105
- burnout, 11
- capability, 30–1
- capability wheel, 32–3
- careers, 302
- caring
 - definition, 65
 - described, 67–8, 159
 - Roach’s 6 Cs of caring, 69–70
 - theories, 67–70
- caritas, 69
- case studies, 40
- cell biology, 42
- change agents, 110
- chronic conditions, 144
- citizenship, 31
- Civil Liability Acts, 195
- clinical caritas processes (Watson’s), 69
- clinical conversations, 287–8
- clinical governance, 230, 231
- clinical nurse consultant (CNC), 146
- clinical placements *see* professional experience placements
- clinical reasoning
 - definition, 121
 - learning, 122–3
 - practice that develops skills, 123
 - practice that hinders skills, 123–4
- clinical reasoning cycle, 191
- clinical risk
 - definition, 230
 - experiences, 232
 - management, 231–2
- Code of Conduct for Midwives, 185
- Code of Conduct for Nurses, 84, 185, 196–8
- Code of Ethics for Nurses, 196, 198
- codes, 84, 185, 196, 234
- codes of conduct, 196
- codes of ethics, 196, 234
- cognition, 54
- collaboration, 244, 245
- collaborative learning, 55, 56
- collaborative work *see* group work
- collective learning, 55–6
- College of Nursing, 187
- commitment, 69
- communication
 - AIDET mnemonic, 176
 - barriers, 178
 - clinical, 287–8
 - and culture, 177
 - described, 175
 - effective, 175, 244
 - example, 178
 - honest, 158
 - ISBAR mnemonic, 55, 176, 247
 - ISOBAR mnemonic, 247
 - non-verbal, 176–7
 - power of, 175
 - and professionalism, 237
 - skills, 175
 - strategies, 175–6
 - tips for, 178
 - types of, 175
 - verbal, 176
 - visual, 177–8
- communities, 259
- compassion
 - can it be learnt?, 72
 - described, 69, 70, 155
 - how to show, 71
 - importance of, 71
 - self-compassion, 71, 74
 - when lacking, 74–5
- compassion fatigue, 11, 72–3
- competence, 69, 187, 282
- compliance processes, 209–10
- comportment, 69
- conceptual knowledge, 7, 8
- confidence, 69

- confidentiality, 170
- conflict
 - dealing with, 245, 251
 - de-escalation techniques, 251–2
 - described, 249
 - managing, 249–51
- conflict resolution
 - and apologies, 251
 - effective, 249, 250
 - non-effective, 250
- conflicts of interests, 196, 249
- conscience, 69
- continuing professional development (CPD), 251–2, 268
 - requirements, 187
- continuing professional development (CPD) registration standard, 187
- cooperation, 245
- count your blessings, 92
- criminal history, 186
- criminal history registration
 - standard, 186
- critical judgement, 119
- critical reflection
 - definition, 52, 192
 - described, 124
 - models of, 125–6
 - see also* reflection
- critical thinking
 - attributes, 119
 - and clinical reasoning, 122
 - definition, 118
 - described, 9–10
 - in action, 121
 - and philosophy, 84
 - Standard 1, 191–2
 - strategies to develop, 120
- cultural appropriateness, 197
- cultural norms, 177
- cultural safety, 197–8
- culture, 177
- data interpretation, 42
- death of patient, 216
- declarative knowledge, 40
- deep learning, 18, 53
- de-escalation techniques, 251–2
- degrees, undergraduate nursing, 34
- delegation, 218, 288
- dentures, 88
- Dewey’s model of reflective learning, 126
- direct supervision, 215
- dispositional knowledge, 7, 8
- distractions, 217
- distributed placements, 207
- diversity
 - definition, 154
 - described, 154
 - embracing, 156
- documentation, 177
- doing stage, 281
- Duchscher’s stages of transition, 281
- duty of care, 195
- e-assessments, 40
- ecobiopsychosocial model of health, 139
- education, 4
- educators, nurses as, 109
- emotional intelligence
 - competencies, 159
 - definition, 90–1, 159
 - described, 160
 - enhancing, 161
- emotional labour, 11, 160
- emotional strategies, 12
- emotions
 - interpreting, 177
 - role in virtues, 89–91
- empathy, 74
 - definition, 159
 - described, 70, 154
- empowerment, 173, 257–9
 - Australian College of Nursing (ACN) on, 261–4
- engagement, 17, 21
- English language competency, 187
- English language registration
 - standard, 186
- Enrolled Nurse Standards for Practice, 185, 188, 194–5
- enrolled nurses, and supervision, 194
- epistemology, 85, 88
- eponyms, 42
- e-portfolios
 - choosing, 132
 - creating, 132–3
 - definition, 131
 - developing, 289
- ethical dilemmas, 234–5, 298–9
- ethical principles, 233–4
- ethics, 85, 233, 298
- ethics of resistance, 105
- evidence-based practice (EBP)
 - described, 170–1
 - importance of, 170
 - types of research evidence, 171–2
- examinations, 40
- face-to-face teaching, 34
- Facebook groups, 56
- faculty committees, 269
- families, 88
- feedback, 25
- first-aid and CPR certification, 210
- fit-2-work police checks, 186
- flipped learning, 36, 39
- FOLIO acronym, 133
- functioning knowledge, 40
- general practitioners, 143
- genetics, 42
- Gibbs’ reflective cycle, 128–9
- giving back, 303–4
- goal setting, 19, 54
- Gordon, Suzanne, 265
- graduate nurse programs (GNPs), 284–5
- graduateness, 31
- graduates, preparing capable, 31–3
- gratitude
 - cultivating, 92–3
 - described, 91–2
- Greek terms, 42
- group-based learning, 36–7
- group-serving biases, 197
- group work, 20, 36–7, 56
 - experiences, 57, 268
- guidelines, 185
- Habermas’s model of critical reflection, 126
- handover frameworks, 247
- harms, 195
- health
 - biomedical model, 138
 - biopsychosocial model, 139
 - definition, 138
 - ecobiopsychosocial model, 139
 - as goal for patients, 94
 - and illness, 138–42
 - models of, 138–9
 - social model, 139
- Health Care Cards, 143
- health insurance, 142, 143
- Health Practitioners Regulation National Law Act 2009*, 34, 184, 244
- health records *see* medical records
- healthcare
 - levels of, 141–2
 - models of, 140
 - quality, 169
 - reforms, 141, 263
- healthcare continuum, 140
- healthcare system
 - consumer expectations, 144–5
 - described, 142–5
 - nurses in, 146–7
- healthcare teams, 248, 287, 300–1
- hearing, using sense of, 22
- histology, 42
- history of nursing, 100–2
- honesty, 237, 245
- House* (television series), 103
- human errors, 169
- human flourishing, 86
- hypoglycaemia, 198
- identity
 - definition, 9, 107
 - looking-glass self, 107–8
 - professional, 8–9, 76–7
- illness and health, 138–42
- images of nurses, 100–2
 - non-observable characteristics, 237–9
 - observable characteristics, 237
 - shaping own, 106–7
- immunisations, 210
- indirect supervision, 215
- informatics, described, 39–40, 177
- information
 - assessing, 172
 - sources, 171–2

- information and communication
 - technology (ICT), 35
- inquiry-based questions, 40
- insulin infusions, 232
- insurance, professional indemnity, 187
- integrity, 86, 237
- intelligence, 159
- intelligent kindness *see* compassion
- International Confederation of Midwives (ICM) Code of Ethics for Midwives, 185, 198–9
- International Council of Nurses (ICN), 5
 - Code of Ethics for Nurses, 185, 198–9
- internet, 171
- interpersonal communication, 175, 246
- interpersonal skills
 - developing effective, 155–6
 - effective, 245–6
- interprofessional communication, 175, 287–8
 - ISBAR mnemonic, 55, 176, 247
 - ISOBAR mnemonic, 247
- interprofessional competencies, 244–5
- interprofessional learning, 40
- interprofessional teams, 287, 300–1
- interprofessional teamwork, 247–9
- interruptions, 218
- intimacy, 193
- ISBAR mnemonic, 55, 176, 247
- ISOBAR mnemonic, 247
- Johnson, Kelley, 265
- Johnstone, Megan Jane, 76
- journals
 - gratitude, 92
 - keeping, 40, 127, 157
- journey
 - becoming, 8
 - beginning, 8
 - being, 8
 - to nursing, 7
- judgements, 90
 - clinical, 119
- 'Just a Nurse' campaign, 264–7
- justice, 234
- Kikuchi, June, 84
- kinaesthetic learners, 21
- kinaesthetic senses, 22
- kindness, 75–6
- knowing stage, 283
- knowledge
 - declarative, 40
 - dimensions of, 7–8
 - functioning, 40
 - gaining, 4
 - theory of, 85
- Kolb's model of reflexive learning, 126
- Kolb's reflection cycle, 130
- language, 245
- Latin terms, 42
- leaders, nurses as, 109
- leadership
 - Australian College of Nursing (ACN) on, 261–4
 - described, 259–61, 263
 - developing potential, 259, 267–9
 - exemplary qualities, 261
 - experiences, 264
 - as student nurse, 268–9
 - styles, 260
- learning
 - active, 18, 20, 43, 258
 - awakening, 23–4
 - blended, 34–6
 - collaborative, 55, 56
 - described, 19
 - effectively, 54
 - engagement in, 17, 21
 - factors stopping, 22–3
 - flipped, 36, 39
 - group-based, 36–7
 - interprofessional, 40
 - lifelong, 31, 302–3
 - ongoing, 268
 - online, 24, 51
 - outcomes, 22, 24
 - peer, 55, 251–2
 - practice-based, 38
 - by rote, 22
 - self-directed, 39, 52–3, 54–5
 - simulation-based, 37
 - strategies for success, 43
 - student-centred, 18
 - styles, 20–1
 - superficial, 22
 - support in workplace, 289
 - time spent, 22, 53
 - tips for, 24–5
 - tips for successful, 49–52
 - types of, 18, 53
 - at university, 53
 - see also* continuing professional development (CPD)
- learning dispositions, 19–20
- learning management systems (LMS), 37, 39
- learning materials, 54
- leave, taking, 73
- legal requirements, 184–5, 233
- Leininger's theory of cultural care, 67
- letters, gratitude, 93
- lifelong learning, 31, 302–3
- listening, importance of, 22
- looking-glass self, 107–8
- managers, 260
- mandatory functional requirements, 210
- Martin Chuzzlewit* (Dickins), 101
- media portrayal of nurses, 107
- medical dominance, 142
- medical records, 170, 177
- medical services, 143–4
- medical wards, 219–20
- Medicare, 142–3
- Medicare Benefits Schedule, 144
- medication errors, 169
- meditation, 72
- men, as nurses, 101
- mentoring, 251–2, 270
- metacognition, 54
- microbiology, 42
- Midwifery Competency Standards, 185
- midwives, registration, 185
- mindful breathing, 163
- mindfulness
 - described, 162
 - practicing, 163
 - research, 162–3
- Misery* (film), 104
- mnemonics, 55
- morally responsible, 195
- motivation, 159
- Muetzel's model, 192–4
- multidisciplinary teams *see* interprofessional teams
- multitasking, 162
- National Registration and Accreditation Scheme (NRAS), 184
- National Safety and Quality Health Service Standards (NSQHS), 231
- New Zealand Ministry of Health, 184, 185
- Nightingale, Florence, 100, 102
- no, able to say, 218
- non-maleficence, 233
- non-verbal communication, 176–7
- nurse practitioners (NP), 145, 147
- nurse-sensitive indicators (NSIs), 263
- nurses
 - as advocates, 109, 263
 - as change agents, 110
 - compassionate, 71
 - definition, 185
 - as educators, 109
 - experiences, 147
 - in healthcare system, 146–7
 - images of, 100–2, 236–9
 - as leaders, 109, 262
 - as managers, 260
 - men as, 101
 - numbers, 146, 262
 - portrayed by media, 107
 - as researchers, 110
 - registration, 185
 - representations of bad, 104–5
 - representations of good, 103–4
 - required skills, 17
 - roles, 67, 108–10, 146
 - roles they play, 257, 258
 - settings, 67
 - shaping own image of, 106–7

- nurses (cont.)
 - shortages, 110, 146, 263
 - speaking up, 265–7, 273
 - stereotypes, 100–2, 105–6
 - as team players, 109
 - values, 7
 - where employed, 146
 - why do you want to be?, 66
 - working overseas, 291
- nursing
 - alignment of ends, 93–4
 - art of, 6
 - capability in, 30
 - characteristics of, 6
 - contexts of practice, 299–300
 - definition, 5–6
 - as a discipline, 85
 - described, 18
 - evolution of, 100–2
 - journey to, 7
 - nurse perspective on, 65
 - as person-centred, 18
 - perspectives on, 64–6
 - as a profession, 85, 94, 108–10, 236
 - public perspective on, 66
 - science of, 6
 - starting out, 4–5, 7
 - student perspective, 64–5
 - and women, 66, 102
- nursing associations, 238–9
- nursing careers, 302
- nursing education, 18, 34, 41–2
- Nursing and Midwifery Board of Australia (NMBA), 30, 34, 184, 244
- nursing philosophy, 84
 - see also* philosophy
- nursing practice
 - contexts, 299–300
 - quality and safety, 169–70
 - traditional, 171
 - transition strategies, 284–6
 - transition to, 279–83
 - see also* person-centred care (PCC)
- observation, 21
- occupational health and safety (OHS), 169
- oncology, 209
- One Flew over the Cuckoo's Nest* (Kesey), 104
- ongoing learning, 268
- online learning, 24, 51
- online quizzes, 40
- organisation skills, 217–18
- orientation programs, 24
- Outlander* (television series), 101
- overseas work, 291
- palliative care, 145
- partnerships, 193
- pathology, 42
- pathophysiology, 42
- patients
 - adverse events, 230
 - death of, 216
 - difficult, 161
 - duty of care to, 195
 - empowering, 258
 - good of the, 94
 - health as goal, 94
 - monitoring, 219–20
 - optimising outcomes, 258
 - safety, 169–70
 - wellness as goal, 94
- PebblePad, 132
- peer-assisted study sessions (PASS), 268
- peer learning, 55, 251–2
- peer support, 55–6
- peer tutors, 56
- people skills, 155–6
- person-centred care (PCC)
 - definition, 139
 - described, 144, 155, 170
 - eight principles of, 145
- person-centred practice (PCP)
 - benefits, 173
 - challenges of using, 173
 - described, 172–3
 - experiences, 174
- Pharmaceutical Benefits Scheme (PBS), 143, 144
- pharmacology, 42
- pharmacy, 144
- philosophy
 - as content matter, 84
 - duality of nursing, 85–6
 - as a methodology, 84
 - as 'way of life', 85
- physical strategies, 11
- physiology, 42
- placements *see* professional experience placements
- police checks, 186, 210
- portfolios
 - definition, 131
 - described, 38–9
 - developing, 289–90
 - electronic, 132–3, 289
 - key elements, 290
 - preparing, 133
- power, 104
- practice-based learning, 38
- preparation
 - for assessments, 51
 - for professional experience placements, 211–12
 - for your day, 217–18
- preparedness, 93
- primary care, 140, 141
- primary healthcare, 140
- prioritisation, 217
- privacy, 170
- procedural knowledge, 7, 8
- professional associations, 238–9, 269–70
- professional boundaries, 185, 196, 238, 299
- professional development, 187, 251–2, 268
- professional experience placements, 38
 - allocations, 211
 - and assessment, 208
 - compliance processes, 209–10
 - and death of patient, 216
 - definition, 207
 - described, 205–6
 - experiences, 207, 209, 211, 214, 215–16, 219–20
 - how and where provided?, 207–9
 - mandatory functional requirements, 210
 - organisation skills, 217–18
 - preparation, 211–12
 - starting out, 209–10
 - and supervision, 208
 - tips for successful, 213–14
- professional identity
 - described, 76–7
 - developing, 8–9
- professional indemnity insurance (PII), 187
- professional indemnity insurance (PII) registration standard, 187
- professional misconduct, 195
- professional portfolios
 - described, 38–9, 131
 - developing, 289–90
 - electronic, 132–3
 - key elements, 290
 - preparing, 133
- Professional Practice Framework, 184, 185–6
- professional socialisation, 9, 279, 280
- professional standards *see* standards
- professional strategies, 12
- professionalism, 9, 236
 - and communication, 237
 - experiences, 296–8
- psychological strategies, 12
- public, perspective on nursing, 66
- public health, 140
- public hospitals, 143
- Pulse* (television series), 104
- quality, 169–70
- quality improvement, 232
- questions
 - asking, 43
 - inquiry-based, 40
- rationality
 - practical, 87, 88
 - theoretical, 88
- readiness, 7
- reality shock model, 280
- reasoning, clinical, 121–4
- recency of practice registration standard, 187
- reciprocity, 193
- recovery, importance of, 51
- reference ranges, 42

- reflection
 - critical, 52, 124, 125–6, 192
 - described, 10, 124, 192
 - models of, 125–6, 192
 - structured, 128–9
 - types of, 125
- reflection cycles, 128–30
- reflection-in-action, 125
- reflection-on-action, 125
- reflective practice
 - described, 10, 39, 124
 - elements of, 124–5
- reflective writing, 40
 - described, 126–7
 - frameworks, 127–31
 - structuring, 127
- Registered Nurse Standards for
 - Practice, 30, 40, 185, 188
 - the seven, 189
 - Standard 1, 191–2
 - Standard 2, 192–4
- registered nurses
 - managing roles and responsibilities, 288–9
 - roles, 146
 - roles and responsibilities, 286–8
 - rural, 299–300
 - and supervision, 194
 - transition strategies, 284–6
 - transition to, 279–83
- registration, 34, 185
- registration standards, 186
 - continuing professional development (CPD), 187
 - criminal history, 186
 - English language, 186
 - professional indemnity insurance, 187
 - recency of practice, 187
- regulation, tiers of, 233
- regulatory requirements, 184–5
- relational strategies, 12
- religious beliefs, 246
- research
 - applying, 259
 - for evidence, 171–2
 - internships, 272
 - participating in, 272
- research articles, 171
- researchers, nurses as, 110
- resilience, 74
- resistance, ethics of, 105
- respect, 238
 - for autonomy, 233
- responsibility, 194
- risk-management, 231–2
- Roach, Sister Simone, 69
- Roach's 6Cs of caring, 69–70
- role clarification, 245
- rural and isolated practice endorsed
 - registered nurse (RIPERN), 146
- rural registered nurses, 299–300
- safety, 169–70, 209–10, 230, 245
- safety to practice, 210
- scholarship, 31
- science of nursing, 6
- scope of practice, 185, 199, 215
- secondary care, 142
- self-absorption, 155
- self-assessment, 267
- self-awareness
 - cultivating greater, 154
 - definition, 90
 - described, 153–4, 155
 - and emotional intelligence, 159
 - evaluating and improving, 156–7
 - in practice, 158
- self-care
 - described, 10–12
 - strategies, 11
- self-compassion, 71, 74
- self-directed learning, 39, 52–3
 - described, 54
 - strategies for deep, 54–5
- self-evaluation, 54
- self-improvement, 154
- self-management, 154, 156–7
- self-reflection, 192
- self-regulation, 159
- senses, awakening, 21–2
- sight, using sense of, 21
- Simmons, Helen, 84
- simulation-based learning, 37
- Slater, Pat, 105
- smell, using sense of, 22
- social determinants of health, 139
- social gradient, 139
- social intelligence, 160, 161
- social media
 - guidelines, 220–1
 - and peer support, 56
 - using, 109, 220
- social model of health, 139
- social skills, 159, 160
- social strategies, 12
- socialisation, 9, 279, 280
- Socrates, 4
- speaking up, 265–7, 273
- spiritual strategies, 12
- standards, 184
 - example, 190–1
 - governing, 244
 - of care, 233
- standards for practice, 188, 195, 236
 - see also* Registered Nurse Standards for Practice
- stereotypes
 - and cultural norms, 177
 - of nurses, 100–2, 105–6
- stories from practice, 296
 - contexts of practice, 299–300
 - ethical dilemmas, 298–9
 - healthcare teams, 300–1
 - nursing professionalism, 296–8
- strategies, having, 50
- stress, 11, 43
- student-centred learning, 18
- student societies, 269
- students
 - awake, 17–19, 20–1
 - engaged, 18
 - and goals, 19
 - high-performing, 19
 - leadership as, 268–9
 - and learning dispositions, 19–20
 - of nursing, 17–19
 - perspective on nursing, 64–5
 - reluctant learners, 19
 - transformative, 19
- study groups, 56
- study skills, 25
- supervision, 194
 - definition, 208
 - direct or indirect, 215
 - and enrolled nurses, 194
 - and professional experience placements, 208
- support
 - seeking, 50, 73, 286
 - strategies, 286
- surface learning, 18, 53
- sympathy, 70
- tactile learners, 21
- tactile senses, 22
- Taylor's framework, 130–1
- teachers
 - experiences, 25
 - responsibilities, 17, 18
- teaching
 - face-to-face, 34
 - flipped, 36
 - styles, 34–6
- teams
 - described, 248–9
 - interprofessional, 247–9, 287, 300–1
- teamwork, 109, 215, 247–9
 - see also* group work
- tele-medicine, 178
- terminology, 42, 245
- tertiary care, 142
- textbooks, 171
- The View* (television show), 265
- theoretical rationality, 88
- therapeutic communication, 175, 287–8
- therapeutic interventions, 193
- therapeutic relationships, 156, 192–4
- time management, 51, 55, 217–18
- touching, importance of, 22
- transactional leadership, 260
- transformational leadership, 260
- transition
 - definition, 279
 - easing, 283
 - models, 280
 - stages, 281–3
 - strategies, 284–6
 - to university, 23, 24
- Transition to Practice programs (TTPPs), 284–5
- transition shock model, 280



transparency, 245	Vice-Chancellor’s Leadership Program (VCLP), 269	Watson, Jean, 68
tutors, peer, 56	virtues	Watson’s clinical caritas processes, 69
	Aristotle’s, 86–7	Watson’s theory of human caring, 68–9
uniforms, 237	definition, 86	websites, 171
university	epistemic, 93	wellness, as goal for patients, 94
learning at, 53	role of emotions, 89–91	women and nursing, 66, 102
transition to, 23, 24	visual communication, 177–8	working overseas, 291
urine, smell of, 22	visual learners, 21	workplace strategies, 12
values, 7	volunteering, 270–1	workplaces, 289
verbal communication, 176		written assignments, 40, 51, 177