

ESSENTIALS OF NURSING PRACTICE 3RD EDITION

EDITED BY

CATHERINE DELVES-YATES

ADVISORY EDITORS:

KAREN ELCOCK, FIONA EVERETT, CAROL HALL,
RUTH NORTHWAY, STEVE TRENOWETH AND WENDY WRIGHT



Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne



LEARNING TO BE A NURSE

- | | | |
|---|--|----|
| 1 | WHAT IS NURSING AND WHAT IS A NURSE? | 5 |
| 2 | BEING A NURSING STUDENT | 21 |
| 3 | REFLECTION AND EVIDENCE-BASED PRACTICE | 37 |
| 4 | ACADEMIC WRITING AND ASSESSMENT | 57 |

The aim of this part of the book is to introduce you to the role of the nurse and the skills you need to develop to become an effective learner. The ability to learn as a nurse is fundamental and will be something you apply not only as a nursing student, but throughout your nursing career.

In nursing the ability to learn from a wide range of sources such as formal teaching, reading textbooks, colleagues, the individuals we deliver care to and experience, ensures that the care we provide is the best it can possibly be. No matter whether you are at the very start of your nursing programme, or a highly experienced nurse, one thing you will never stop doing is learning and applying what you have learnt to your professional practice.

This part of the book covers what nursing is and what you should expect to experience as a nursing student. We then consider three essential aspects of nursing practice you need to become proficient at during your nursing programme: reflection, evidence-based practice and academic writing. Mastering these will not only enable you to be a successful nursing student, but will provide a solid foundation for your nursing skills throughout your nursing career.

As nurses we need to ensure the knowledge we have remains up to date, to be certain that the care we deliver is effective. The voices in this part highlight the importance of these issues – read and consider them as you work through the chapters in this first part of the book.

WHAT IS NURSING AND WHAT IS A NURSE?

1

CATHERINE DELVES-YATES, KAREN ELCOCK,
CAROL HALL, RUTH NORTHWAY AND STEVE TRENOWETH

THIS CHAPTER COVERS

- What is nursing and what is a nurse?
- A very brief history of nursing
- An introduction to the fields of nursing practice
- Professionalism and nursing
- The attributes of good nursing

“

Nurses are caring and knowledgeable. They explain what you need to know and treat you as an individual. Nurses support you and your family, physically, psychologically, spiritually and emotionally, but their greatest value is helping you to live the best life possible.

Martin Yates, patient

”

“

2020 is a year when I have never been so proud to call myself a nurse... We have seen the population across the globe appreciate nursing, midwifery and our contribution...

Ruth May, Chief Nursing Officer for England (2020)

”

INTRODUCTION

Nursing is best described as a professional clinical and caring role focusing on the **care** of adults, children, families and/or whole communities. So, this means that a **registered nurse** works as an **accountable** practitioner with individuals and their carers, families or whole communities, leading in the assessment, planning, implementation and evaluation of nursing care and support. As Martin tells us at the start of the chapter, a nurse's ability to help individuals live the best possible life is of great value and, as Ruth May points out, nurses make a fundamental contribution to the care of people worldwide.

This chapter will help you understand what nursing is, and what the role of a nurse is. It will outline how nursing has developed into a modern evidence-based profession, and the fundamental importance of acting in a professional manner at all times will be stressed. The chapter focuses on the many attributes required to make a good nurse; throughout your nursing course, you will realise that good nurses come in a variety of different forms. With the help of lecturers, practice educators, the individuals you care for, their families and colleagues on your course, you will identify which of these attributes you already possess and which ones you need to develop to enable you to successfully complete your course.

WHAT IS NURSING AND WHAT IS A NURSE?

The essence of nursing is delivering effective care to adults, children, families and/or whole communities. In doing this, nurses work in **partnership** with individual people, groups of people or the families and carers of those people, helping them to achieve or maintain the best health, **independence** and **quality of life** possible.

Nurses work, or practise, in a wide range of **settings**, in four different **fields of nursing practice** – mental health, child, learning disability and adult – undertaking a wide variety of roles. While there are many roles which reflect the speciality of each field, there are also core elements which underpin the profession as a whole. These include:

- assisting people with physical needs
- making **autonomous** clinical decisions to ensure people receive appropriate and effective care
- being accountable for providing, leading and coordinating nursing care
- using **counselling** skills in caring for individual people or groups of people
- **supporting** and **empowering** people to recover or to cope with their needs more effectively
- **advocating** for individuals and communities
- helping children, young people and adults to manage their health by developing partnerships in care with the individual and their families
- promoting physical, psychological and behavioural wellbeing
- delivering education to promote the health of a **community**
- supporting an individual with a **long-term** condition to manage their health and live independently
- working in partnership with other healthcare professionals
- playing a **proactive** and equal role in **interdisciplinary** teams.

Nurses work with individuals of all ages and cultural backgrounds at all stages of healthcare, from preventing ill health and maintaining good health through to managing **acute** ill health. No matter where or with whom they practise, nurses always work in a **holistic** way. The holistic approach is an important theme that we will frequently return to throughout this book: this means we will consider the individual's physical, psychological, social, emotional, behavioural, intellectual and spiritual needs, as Martin mentioned at the beginning of the chapter. As well as taking a holistic approach,

nurses ensure the care they provide is of the highest quality by applying knowledge from physical and social science, nursing, legal and ethical theory, and technology.

Many nurses will say to you that they are passionate about nursing, as sharing another individual's achievements – and setbacks – is hugely rewarding. But, as with all intense emotions, nurses may occasionally wonder whether the role is for them. If you ever feel like this, mention it to a registered nurse. It is likely that they will recognise your experience and reassure you that you are not alone in occasionally feeling this way. Becoming a registered nurse is a challenging journey, but your choice to join the nursing profession is probably the best decision you will ever make. Don't expect your nursing course to be easy – becoming a nurse is academically, physically and emotionally demanding. Remember, your course team is available to support you during your student experience. Your journey to becoming a registered nurse will involve experiences you may never have realised existed, and you will discover abilities you did not know you had.

ACTIVITY 1.1: CRITICAL THINKING

Before reading this chapter any further, if you were asked, 'What is nursing and what is a nurse?', what would you say?

ANSWER AVAILABLE ONLINE: www.study.sagepub.com/essentialnursing3e

A VERY BRIEF HISTORY OF NURSING

Nursing has its origins in religious orders, domestic servitude, Victorian asylum attendants and the military services. It is still possible today to see the religious and military roots of nursing: you only have to visit a hospital ward to find that the most senior female nurse will often be referred to as 'Sister'.

Mental health and learning disability have many shared elements of their history but have been recognised as separate fields of nursing for over 100 years. Up until the 1970s, learning disability was regarded as an illness requiring medical treatment and nurses worked predominantly in long-stay hospital settings. However, increasing recognition that this model of care was inappropriate led to the closure of many of these hospitals from the 1980s onwards and nurses moved to work in more diverse roles in a range of community settings.

The study of psychiatric disorders can be traced back to ancient philosophers, and although psychiatric hospitals were a feature of thirteenth-century Europe, treatment was severely limited and was not delivered by nurses.

One of the most notable figures in nursing history is an English nurse, Florence Nightingale. Although she is probably the best-known figure, she was not the sole founder of the nursing profession: others with just as important an influence were Mary Seacole, a Jamaican nurse, and Betsi Cadwaladr, a Welsh nurse, both of whom cared for people in the Crimean War alongside Nightingale. Other significant figures include Ethel Bedford-Fenwick (1857–1947), who facilitated the registration of nurses in the UK, Linda Richards, an American nurse who opened the first nursing school offering psychiatric nursing in 1882 (Boyd and Nihart, 1998), and Charles West and Catherine Wood, the first nurses to specialise in caring for children (Glasper and Coyne, 2002).

Today, to protect the public, in many countries what a nurse is allowed to do is governed by law. Nursing students must achieve set standards to be admitted to the profession and the conduct of registered nurses is regulated. These standards are monitored nationally by regulators such as the UK **Nursing and Midwifery Council (NMC)**. Such careful vetting and monitoring of nursing is not

novel: New Zealand was the first country to legislate (in 1901) that nurses must be regulated and other countries quickly followed, with compulsory registration for UK nurses since 1919.

The need for all nurse education courses to be degree-level has been recognised (NMC, 2010) and nursing research is providing an evidence base for the profession (Gray et al., 2017). Nursing has always been thought of as honourable and worthy, but is frequently described as having a lowly status. Most importantly, an increase in degree-educated nurses leads to lower mortality rates (Aiken et al., 2011). Thus a graduate-level qualification equips nurses with the necessary skills to deliver, lead and manage high-quality nursing care, and encourages contribution to the research profile of the profession (Kallioinen, 2010).

NURSING TODAY

The aim of the nursing community worldwide is to ensure high-quality nursing care for all, with nurses upholding their professional code of ethics and maintaining their individual competence. While there is not a standardised nurse education course worldwide, the national nursing organisational goals are brought together under the watchful oversight of the International Council of Nurses, and the existing courses have similarities. In all countries, nursing students study nursing theory and practise their clinical skills before successfully completing their course.

To practise legally as a nurse in the UK, you must hold a valid and current registration with the NMC. This shows that you have achieved a standard of nursing education and skill competence which enables you to deliver safe and effective care. You must also accept the responsibility to maintain the skill competence. Only those achieving this can call themselves a registered nurse.

Nursing today is more challenging than ever, with people presenting with far more complex health-care needs. Healthcare reforms have aimed to put individuals at the heart of the health service and there has been a move away from all care being delivered in hospitals: people are hospitalised for shorter periods and more care is delivered within the community, with many care services delivered outside the NHS by charity, voluntary and independent sector organisations. Such changes have resulted in developments within the nurse's role: the nurse can now provide care and interventions previously delivered by a doctor; or can choose to specialise in a particular area of nursing practice; or can develop, commission or externally audit specialist services; or can become a consultant nurse, researcher or lecturer. Change within healthcare will continue throughout your nursing career, a career which may last more than 40 years. During this time, the role of the nurse will continue to alter and you will constantly develop your skills in order to meet the changing needs of those requiring care and support.

Changes in healthcare and the nurse's role have also necessitated changes in nurse education, with one of the most important strengthening the care of people across the fields of nursing. Examples of people needing care across fields are individuals with mental health needs or learning disabilities who develop a long-term condition such as diabetes. Therefore, nursing students currently study a nursing course with **generic** elements – fundamental skills which are essential to all fields of nursing – as well as elements which are **field-specific**. This enables them to become competent in a variety of healthcare skills, deliver a wide range of nursing care to all and have an **integrated**, holistic and flexible approach. This approach leads to a more satisfactory and **collaborative** experience for all. This book highlights essential generic skills across the fields and assists you in applying them to each person in your care, helping you to deliver the best care for all.

NURSING ACROSS THE WORLD

Across the world, nurses have traditionally been female, and despite the existence of equal opportunity legislation in many **developed countries** since the 1960s and 1970s, nursing continues

to be a female-dominated profession. In the UK, for instance, less than 12% of nurses are male (NMC, 2020a). Within **developing countries**, however, there are some notable differences: in many African countries, there is an equal or higher proportion of male nurses than female ones; the Nepal Nursing Council (2019), in contrast, has only allowed male students to study nursing since 2018.

WHAT'S THE EVIDENCE?

The effect of gender role orientation on student nurses' caring behaviour and critical thinking

Liu, N., Hsu, W., Hung, C., Wu, P. and Pai, H. (2019) 'The effect of gender role orientation on student nurses' caring behaviour and critical thinking', *International Journal of Nursing Studies*, 89: 18-23. doi: <https://doi.org/10.1016/j.ijnurstu.2018.09.005>.

Liu et al. (2019) explored the impact of gender role orientation (masculinity and femininity) on student nurses' caring behaviour and critical thinking.

Reflection

- Do you think gender influences caring behaviour and critical thinking?

This study was undertaken in Taiwan. Do you think the findings will be relevant to your country?

- Now read the article and consider how the findings of the study might apply to your views.

As you can see in Figure 1.1, nursing worldwide focuses on delivering safe and effective care which enables a person to achieve the best quality of life possible. However, Virginia Henderson (1897–1996), an American nurse, researcher and theorist, provided one of the most widely acknowledged summaries of the role of the nurse:

The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. (Henderson, 1966: 15)

AN INTRODUCTION TO THE FIELDS OF NURSING PRACTICE

In the UK, there are currently four fields of nursing practice – learning disability, mental health, child and adult – each being named after the people for whom nurses in these fields most frequently care. It is important for nurses to care effectively for all an individual's needs, which may arise from one or more of the fields of nursing practice. Therefore, you will learn about all of these fields.

Royal College of Nursing (UK)	Cameroon Nurses Association	American Nurses Association	Nepal Nursing Council	New Zealand National Nursing Organisations
<ul style="list-style-type: none"> Nursing staff work in diverse settings - in hospitals, communities, the workplace and the classroom - and use their expertise to adapt their skills to offer the best care and support to their patients. 	<ul style="list-style-type: none"> Nursing is an autonomous, self-governing profession, a distinct scientific discipline with many autonomous features. 	<ul style="list-style-type: none"> Twenty-first century nursing is the glue that holds a patient's healthcare journey together. Across the entire patient experience, and wherever there is someone in need of care, nurses work tirelessly to identify and protect the needs of the individual. 	<ul style="list-style-type: none"> A 'nurse' is a person who has a degree in nursing and has passed an examination to be allowed to work in Nepal. 	<ul style="list-style-type: none"> Nurses use nursing knowledge and nursing judgement to assess health needs and provide care, and to advise and support people to manage their health. They practise in a range of settings in partnership with individuals, families, whānau (extended families) and communities. Nurses may practise in a variety of clinical contexts depending on their educational preparation and scope of practice experience.

Figure 1.1 Examples of nursing across the world

LEARNING DISABILITY

Learning disability nurses work in partnership with people with learning disabilities and their families and carers in a range of community, residential and healthcare settings. As the needs of people with learning disabilities are diverse, learning disability nurses require a range of knowledge and skills that include good communication skills (including use of alternative communication approaches), assessment skills, person-centred planning skills and values grounded in equality, inclusion and human rights. The central roles include identifying and meeting health needs, reducing health inequalities and promoting better health outcomes (Department of Health (hereafter DH) et al., 2012). These may be achieved, for example, through working as a community learning disability nurse, a primary care liaison nurse, a practice nurse or a school nurse, as a nurse within an assessment and treatment unit, a secure unit or a rehabilitation centre, as a nurse therapist, as a prison nurse, or as an acute care hospital liaison nurse. As senior and consultant nurses, auditors, researchers or lecturers, learning disability nurses lead and manage services and inform and influence service development and policy. Learning disability nurses work with people across the lifespan, providing physical and mental healthcare as part of a wider multi-agency and multi-disciplinary team.

MENTAL HEALTH

Mental health nurses' practice involves people of all ages with mental health problems. They work together with people who have a wide range of mental health problems (such as schizophrenia, depression and alcohol or drug addiction), using supportive methods to promote positive and therapeutic relationships which focus on social inclusion, human rights and recovery. This aims to enable a person to develop the ability to live a self-directed life, with or without symptoms, which the individual feels is meaningful and satisfying. Nurses who choose to specialise in mental health nursing form part of an interdisciplinary team including occupational therapists, social workers, therapists, psychiatrists and psychologists. Increasingly, care is provided in the community. Many people with severe and enduring mental health problems live alone or with their families at home. There are also facilities such as supported accommodation for people who find independent living particularly challenging. Mental health nurses offer a wide range of services within both the community and hospital settings, including crisis intervention, early intervention, community adult mental health services, community teams, criminal justice teams and drug and alcohol services. The rates of mental health problems in prisons or in other secure services are much higher than in the general population, so mental health nurses are often employed to provide direct care or to advise prison officers or other staff on how to respond to mental distress. Working alongside learning disability specialists, the mental health nurse will also support people with learning disabilities, whether at home or within specialist health or forensic services.

“

Why learning disability nursing? It covers all fields of nursing; people with learning disabilities are individuals having other conditions which prevent them from being able to carry out tasks on their own. It requires thinking outside the box, the desire to empower people to reach their full potential while problem-solving and enabling choice. I would like to think by supporting people I can make a positive change in their lives.

Sarah Parkes, LD nursing student

I'm not really sure why I chose mental health nursing! I think it is human nature to want to make a difference to someone else's life, and I have an intrinsic compassion for quality care for those who require it most. I have seen the power of kindness and time, and how they can assist people living with mental illness work towards recovery. Furthermore, I enjoy being a part of a collective of people aiming to tackle stigma and ignorance and promoting inclusion and wellbeing.

Alice Rowe, newly qualified MH nurse (NQ RNMH)

”



In 2009 I spent 8 months volunteering as a primary school teacher with young disabled children suffering the genetic effects of the Vietnam War. This experience ignited my passion for caring for people as I became increasingly aware of the issue of mental health and the long-term physical and psychological effects war can have.

Fiona l'Anson, MH nursing student



CHILDREN

Children's nurses care for individuals usually between the ages of birth and 19, as well as for their families, in a range of different settings. Children's nursing occurs in many settings, in hospital, the community or the child's home, and children's nurses may work shifts, including nights and weekends, or a more usual working week. Children's nurses require a wide range of skills to understand the care needs of babies, children, adolescents and young adults. Being a children's nurse is both rewarding and challenging, especially when caring for children with a learning disability, or with complex health needs, or those who are terminally ill or die.

In the hospital setting, maintaining the normal daily routine is important, because children find being away from their usual environment distressing and disruptive to the life of their entire family. So, working in partnership with a family and empowering them to care for their child is central, as this enables independence and a return to normal routines. Children react to illness differently from adults and can develop life-threatening illnesses quickly, so an essential skill for a children's nurse is to recognise this and act immediately.

Children's nurses may also care for well children, promoting their health in the community alongside school nurses and specialist health visitors for example, and for children with special physical or learning needs, mental health concerns or physical illnesses. These needs can be short or long term, or even lifelong.

Children's nursing is both challenging and rewarding. There is an immense privilege in working closely with whole families in family-centred care which enables the nurse and the family to deliver the best possible care for children.

ADULT

Adult nurses normally work with people from the age of 16–19 upwards. They aim to promote good health both in healthy individuals and in times of illness, whether that be acute or long term. Given the ageing population, adult nurses are finding that those they care for are increasingly the elderly, with complex multiple health problems and the added challenge of dementia. As with the other fields of practice, adult nurses need to be able to prioritise the care they deliver, using a range of skills to achieve this while working in partnership with an individual, their family, carer or friends and other healthcare professionals. Adult nurses provide a wide range of care to improve the quality of peoples' lives, sometimes in difficult situations. It is possible to specialise within adult nursing in areas such as cancer care, intensive care nursing, community nursing, surgical nursing or the care of older people. Adult nurses are usually based in hospitals, clinics or community settings and frequently work shifts in order to deliver 24-hour care. Adult nurses work with all people who present to their service, working closely with acute health liaison nurses to meet the nursing needs of people with learning disabilities.

Although it is possible to see both similarities and differences in the care delivered within each of the fields of nursing, one aspect common to all fields is professionalism.

“

My inspiration to become a nurse initially came from the care my husband receives for his long-term illness. However, I chose to study children's nursing as I have always enjoyed caring for children and their families, and been interested in their healthcare, diet, development and overall wellbeing. Experiencing the dedication, skill, support and professional care nurses have given to my own children was also inspirational, so one day I will make a difference to a child and their family's life.

Siân Hunter, child nursing student

My passion for adult nursing developed when my Nan became terminally ill. The palliative care nurses expressed kindness, compassion and love towards her, attributes that I wanted to possess and utilise myself one day. My interest further increased when I became a carer at a residential home, helping to make a difference to the lives of older people. I enjoy watching medical dramas, but it wasn't until I started my course that I realised adult nursing isn't like it is on television – it's so much better in real life.

Ali Chapman, adult nursing student

”

PROFESSIONALISM AND NURSING

Behaving in a professional manner is fundamental to being a nurse, and this is one expectation that commences at the very start of your course. Before considering this further, however, it is necessary to understand what a profession is and how a professional behaves.

What is a profession?

The term 'profession' is frequently used to describe an activity that is undertaken to earn a living. A more accurate definition, however, is an occupation requiring specific and extensive education, where a code of ethics exists and standards are set which those working in the profession are expected to achieve and maintain at all times. While those who work in a profession receive payment for what they do, their job is hugely important to them and may be described as their vocation. So, 'profession' describes the occupation of individuals with high ethical standards plus specialist knowledge and skills, who are accountable for their actions and behave in the ways outlined in Figure 1.2.

How do I behave professionally as a nursing student?

As soon as you become a nursing student, you are required to maintain the standards set by the NMC for nurses and midwives (NMC, 2018a). The NMC is the UK regulator for the nursing and midwifery professions, safeguarding the health and wellbeing of the public. It achieves this by identifying the personal and professional conduct expected of nursing students and registered nurses within a document that will become fundamentally important to you, called the Code (NMC, 2018a). This identifies standards which relate to how you must behave as a nurse. These standards apply whether you are in a practice environment or in class, as well as during your personal life, to ensure you uphold the reputation of the nursing profession. Ensuring these standards are upheld in everything you do is an important aspect of being a nursing student, first because members of the public will see you as a nurse, even though you are still learning, and second in preparation for upholding the strict professional standards you will be subject to when you complete your course.

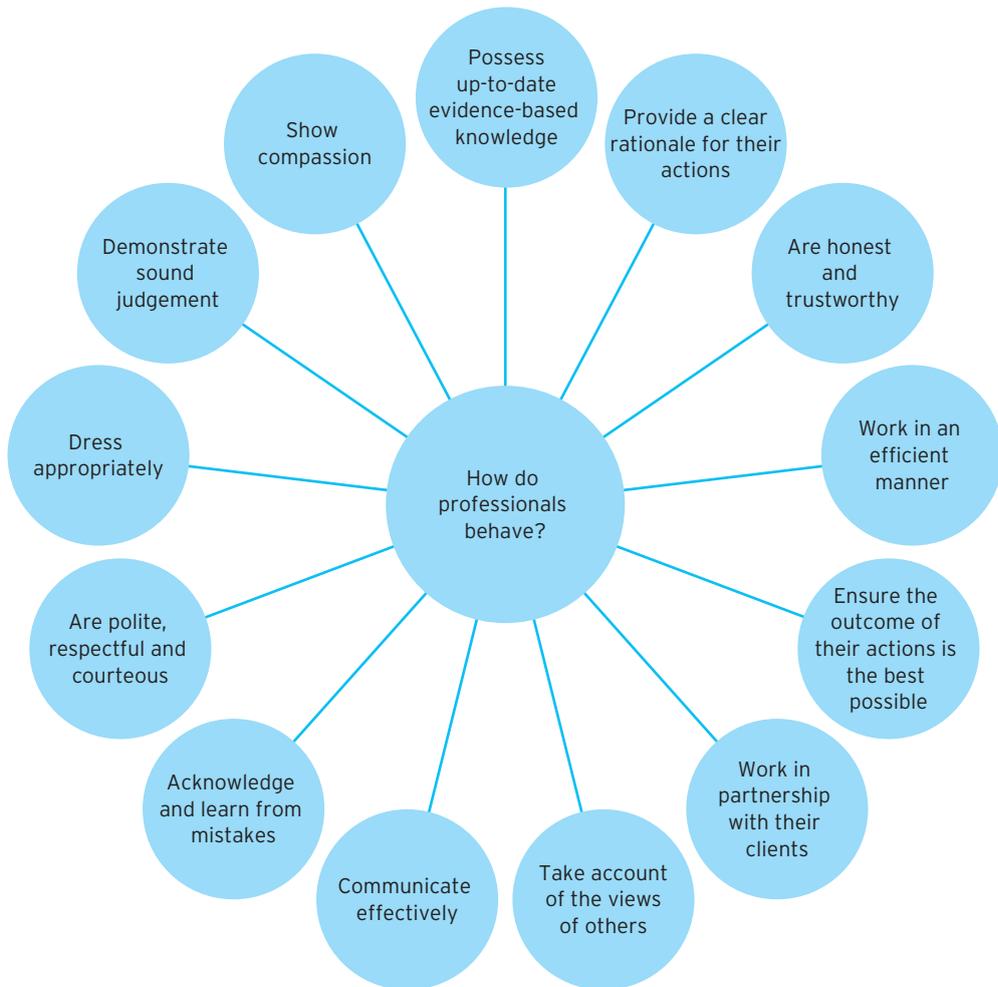


Figure 1.2 How professionals behave

“

Maintaining professional boundaries is crucial – I always inform anyone I am caring for, and colleagues, that I am a student nurse so they have a clear understanding that I am still learning. I am also much more aware of how the public view nurses, so am conscious of my actions all the time. Whether it be writing a social media status or going out for the evening with friends, nursing is always at the front of my mind, and I think how I would feel if I saw a nurse caring for me behaving inappropriately the night before.

Siân Hunter, child nursing student

”

The NMC (2018a) identifies four core principles which, if you uphold them, will ensure you behave professionally as a nursing student. The core principles are:

- Prioritise people.
- Practise effectively.

- Preserve safety.
- Promote professionalism and trust.

If you are ever uncertain whether your actions or those of others are upholding these standards, make sure you ask your lecturers and/or a registered nurse for advice.

ACTIVITY 1.2: CRITICAL THINKING

- List ten behaviours expected of a nurse.
- Which three of those on your list do you think are the most important for a nurse?

ANSWER AVAILABLE ONLINE: www.study.sagepub.com/essentialnursing3e

How should a nurse behave?

All nursing students and registered nurses must follow the standards and guidance of the Nursing and Midwifery Council (NMC, 2018a) and be fit to practise, so that those they care for and the public can trust them with their health and wellbeing. It is impossible to outline exactly how a nurse should behave during every second of the day, because nurses will interpret the standards and guidance in slightly different ways, but it is possible to outline the attributes of a good nurse. These attributes could be considered as the ingredients which make a good nurse – so it is up to you, under the guidance of your lecturers, practice supervisors and the individuals you care for, to decide the exact recipe you will use to ensure your actions always uphold the NMC standards.

What is a good nurse?

Read the comments below, made by people who have received care, to find out what they think a good nurse is and does:

“

... your blanket, your medicine and your mum all wrapped into one.

Sharon David, patient

... gives time to a person, gets to know them, goes beyond what brings them into hospital. Is flexible and possesses compassion.

Simon Weston OBE

... cares for the sick, injured and dying, promoting health and preventing disease through education and nursing knowledge, helping people cope with illness, making a difference.

Lizzie Evans, patient

Works with those who are ill and their families, supporting them emotionally.

Charles Allen, patient

”

“

... my superhero nurse ... because he is thoughtful, caring, and patient.

Lloyd Page, inclusion advisor with Mencap

As a nursing student it wasn't until I was admitted to hospital myself that I fully appreciated the value of 'little things'. Getting to know you, sitting with you when you're scared and making you feel nothing is too much trouble. I'll never underestimate the value of spending just a few extra moments with a person now, because it's that which makes all the difference.

Libbie Bulmer, nursing student

”

The attributes of good nursing

Good nurses show care and compassion in how they look after people, finding the courage to do the right thing and acting as an advocate, even when this means standing up to individuals with greater authority, peers, the family of a person you are caring for or other healthcare professionals.

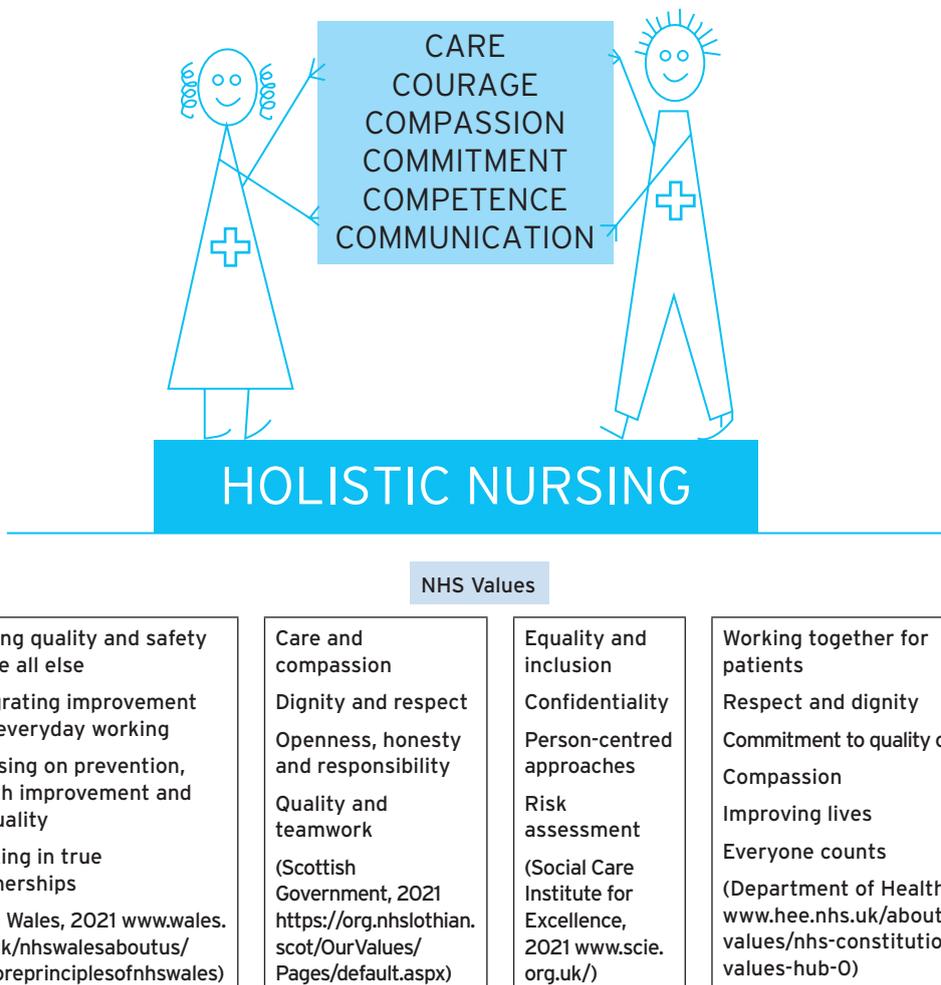


Figure 1.3 Principles reinforcing holistic care

It is fundamentally important to demonstrate commitment to both those we care for and our profession, plus ensure we communicate well at all times.

The attributes evident within this definition of a good nurse have been developed further to produce the 6Cs (compassion, courage, commitment, competence, care, communication) of nursing (DH, 2012a). These principles, in combination with the NHS values, reinforce holistic nursing, wherever it takes place, as is identified in Figure 1.3.

ACTIVITY 1.3: CRITICAL THINKING

The four countries of the United Kingdom each have their own set of NHS values. Find those that are relevant for your country. Are there any other values you think should be included?

ANSWER AVAILABLE ONLINE: www.study.sagepub.com/essentialnursing3e

If you ask nurses why they entered the profession, many would say it was because they wanted to care for others with compassion. To do this however, it is also necessary to care for yourself. The importance of self-care strategies, such as adequate sleep, healthy eating, regular exercise, maintaining social connections and self-compassion should not be forgotten, especially when life feels challenging. During such times talk kindly to yourself, focusing upon what you have achieved rather than what you have not. Kind self-talk is a component of self-compassion; we need to practise this and be aware of our own needs before we can help others with theirs (Hofmeyer et al., 2020).

CONCLUSION

In listening to the comments made by those who have received care from nurses, it becomes clear that people value nurses who care for them as individuals, making them feel more comfortable and less afraid. As Libbie says, the ‘little things’ make a difference. The essence of nursing is delivering effective holistic care to adults, children, families and/or whole communities. In doing this, nurses work in partnership with individuals, groups of people or the families and carers of these people, helping them to achieve or maintain the best possible health, independence and quality of life. It is possible to see both similarities and differences in the care delivered within each of the fields of nursing, but one aspect of nursing common to all fields is professionalism, and behaving in a professional manner is fundamental to being a nurse.

CHAPTER SUMMARY

- Caring for and supporting an individual in a professional manner is fundamental to effective nursing care.
- The role of the nurse has developed from its origins and is constantly evolving to enable the delivery of evidence-based care within a wide range of settings.
- The four fields of nursing within the UK enable nurses to develop specialised skills to ensure people receive the best care possible.
- Nurse education enables nurses to continue to develop the skills specific to their field of nursing, but also to develop competency in a range of generic skills.

- There are more similarities than differences in nursing across the globe.
- Good nurses share a range of professional attributes, including the 6Cs and the NHS values.
- Working in partnership with those you care for is a fundamental aspect of good nursing care.

CRITICAL REFLECTION

Holistic care

This chapter has highlighted the importance of the 6Cs and the NHS values in providing holistic care. Review the chapter and note down all the instances where you think using the 6Cs and the NHS values will help meet an individual's physical, psychological, social, economic and spiritual needs. Think of a variety of different people across the fields, not just within your own field. You may find it helpful to make a list and refer back to it next time you are in practice, and then write your own reflection after your practice experience.

GO FURTHER

Books

- Siviter, B. (2018) *The Student Nurse Handbook*, 4th edn. London: Elsevier. A useful text which is helpful when you are commencing a pre-registration nursing course, as it will help you to understand what is expected from you, how to plan work and cope with stress.
- Watson, C. (2018) *The Language of Kindness: A Nurse's Story*. London: Chatto & Windus. Christie Watson was a nurse for 20 years, and this is an account of her experiences.

Journal article

- Bijani, M., Tehranineshat, B. and Torabizadeh, C. (2019) 'Nurses', nursing students', and nursing instructors' perceptions of professional values: A comparative study', *Nursing Ethics*, 26(3): 870-83. A study comparing nurses', nursing students' and nursing instructors' perceptions of nursing professional values.

Weblinks

- www.nmc-uk.org/globalassets/sitedocuments/other-publications/enabling-professionalism.pdf - *Enabling Professionalism* describes and demonstrates what professionalism looks like in everyday nursing practice. This will help you to think about how you act as a professional during your daily activities.
- Parliamentary and Health Service Ombudsman (2011) *Care and Compassion?* Available at: www.ombudsman.org.uk/publications/care-and-compassion. While this publication is now over 10 years old, it remains highly valuable in outlining ten cases where NHS care failed older people.
- www.patients-association.org.uk - the voices of those who use health services.
- www.healthcareers.nhs.uk/we-are-the-nhs/nursing-careers - information relating to nursing.
- www.rcn.org.uk - the Royal College of Nursing offers a range of resources relating to key issues in nursing and specialist advice for learning disability, child, mental health and adult nurses.
- www.learningdisabilities.org.uk - a foundation for people with learning disabilities.
- www.mencap.org.uk/learning-disability-explained - advice and good practice for professionals working with people with a learning disability.
- World Health Organisation (WHO) (2020) *State of the World's Nursing 2020*. Available at: www.who.int/publications/i/item/9789240003279. A fascinating report, considering a wide range of issues including the role of the nurse worldwide, who is a nurse and nurse education to name just a few.

GLOSSARY

Accountable To ensure any actions and care are to the highest possible standard and be able to give a reason or explanation for any actions or care delivered.

Acute A disease with rapid onset or lasting for a short time. *Or* The immediate post-injury/post-illness healing and recovery processes.

Advocating To speak or act in support of.

Autonomous The freedom to make binding decisions within the scope of practice that are based on professional ethics, expertise and clinical knowledge.

Care To look after with kindness, regard and expertise.

Collaborative To work in association with, to cooperate.

Community Care delivered outside a hospital setting.

Counselling Helping individuals to adjust to, or cope with, personal problems by enabling them to discover for themselves potential solutions within a supported environment.

Developed countries Relatively rich countries such as America, Germany, the UK, France, Spain and South Korea.

Developing countries Relatively poor and underdeveloped nations of Asia, Africa and Latin America.

Empowering Giving an individual the power to take decisions in matters relating to themselves.

Field-specific Specialised, applicable to one field of nursing.

Fields of nursing practice The different areas nurses in the UK can specialise within – mental health, children, learning disability and adult, each being named after the people who nurses in these fields care for most frequently.

Generic General, applicable to any field of nursing.

Holistic Considering all aspects of a person, their physical, psychological, social, emotional, intellectual and spiritual needs.

Independence Not relying on others.

Integrated Care combined with that of other healthcare professionals.

Interdisciplinary Involving more than one group of healthcare professionals – nurses, physiotherapists and doctors for example.

Long-term Lasts for months or years.

Nursing and Midwifery Council (NMC) The nursing and midwifery regulator for the UK, who sets the standards that nurses and midwives must meet in their working lives, ensures that nursing students and student midwives have the correct education at the start of and throughout their career and maintains a register of all nurses and midwives in the UK.

Partnership To work with the person receiving care, as equals, towards the same goal.

Proactive Behaviour which anticipates situations rather than responds after they have occurred.

Quality of life An individual's assessment of their wellbeing, considering a physical, psychological, social, emotional, intellectual and spiritual perspective.

Registered nurse A person who has successfully completed an NMC-validated education programme, has current registration as a registered nurse with the NMC and maintains competency in their practice.

Setting The environment care is delivered in – for example, a hospital, in the community, in a person's home or in a medical centre.

Supporting To assist a person to meet their needs, be these physical, psychological, social, emotional, intellectual or spiritual.