



**Bournemouth  
University**

# **Department of Nursing Science**

**BSc (Hons) Adult Nursing**  
**Ashley Spriggs – Senior Lecturer in Adult**  
**Nursing**

## Interested in Nursing at BU.....



- **What nursing is**
- **Skills & qualities**
- **Why BU?**
- **Application**

Go to [www.menti.com](http://www.menti.com)  
code: 3019 2417

# What is Nursing.....?

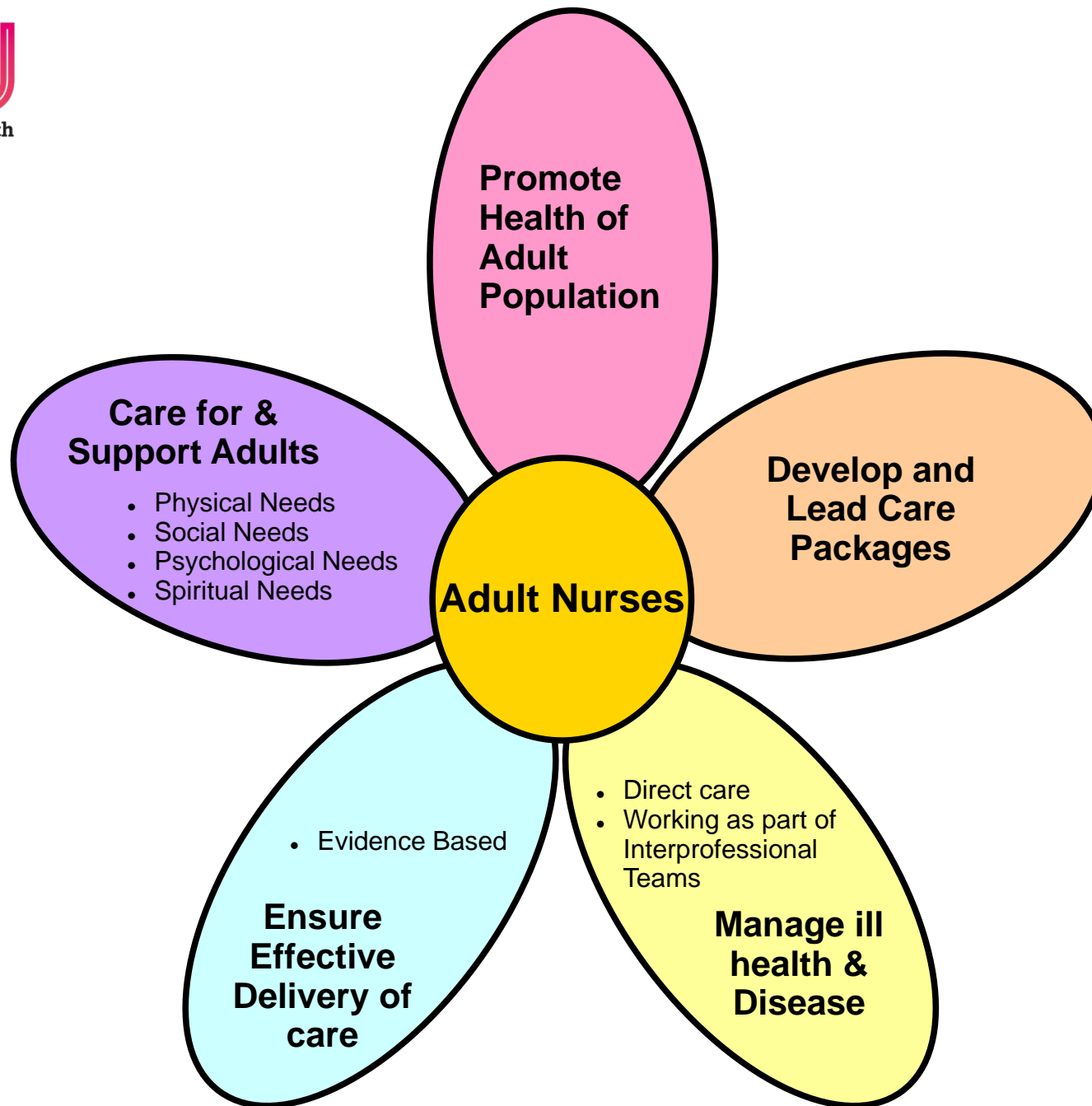


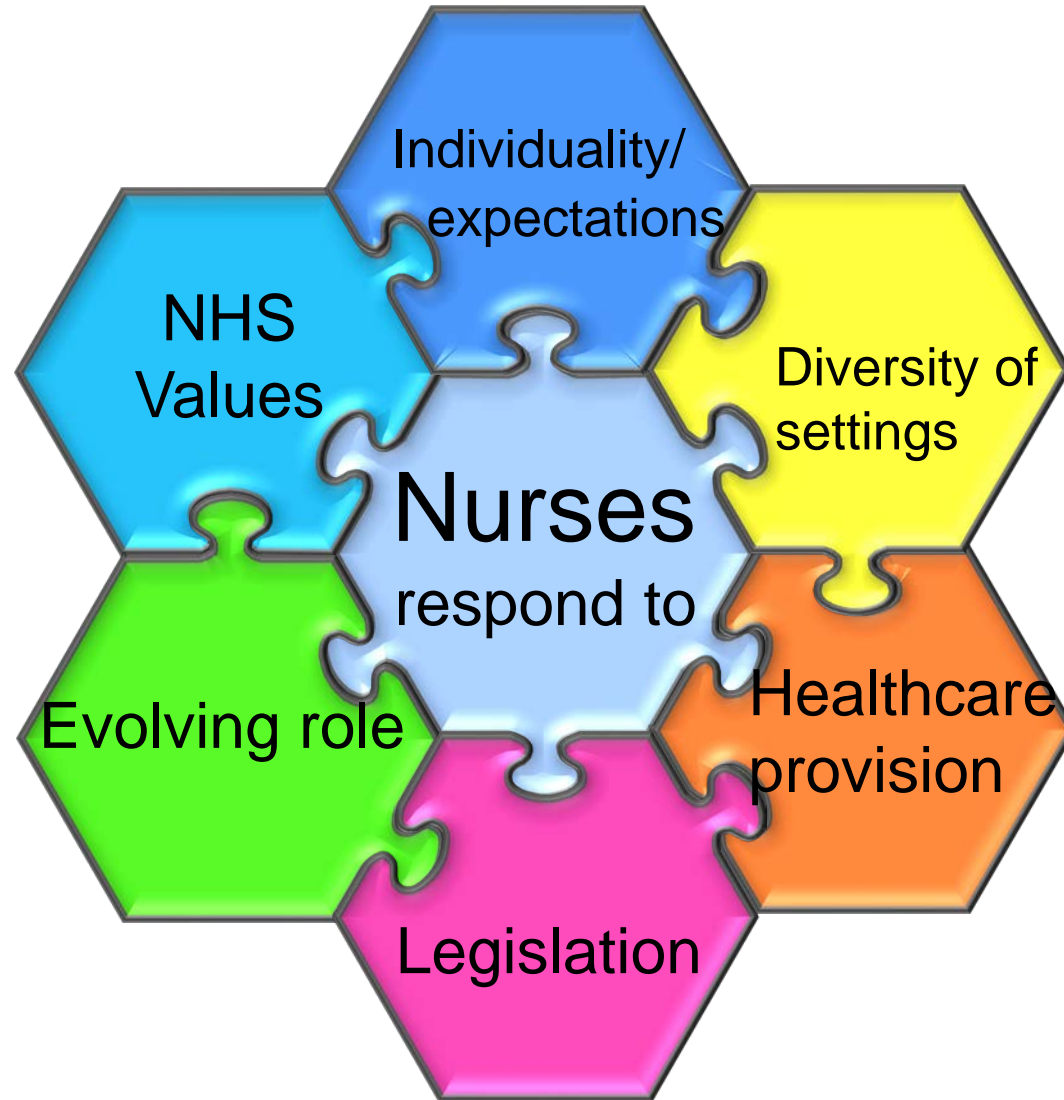


**Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. (ICN, 2002)**



# What do Adult Nurses Do?






# Key Skills and Qualities

Caring  
Empathetic  
Resourceful  
Critical thinker  
Team worker  
Empower  
Subject Knowledge  
Excellent communicator  
Independent learner  
Help other make lifestyle changes  
Respect the right of others

**ARE YOU MAN ENOUGH...**

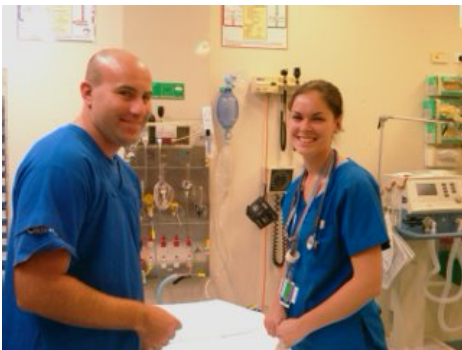
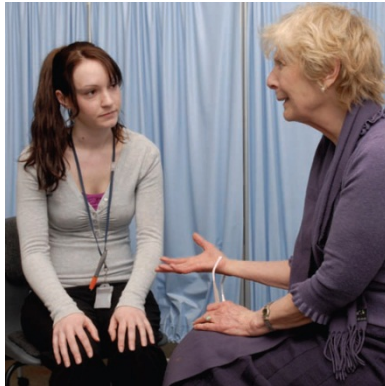


**...TO BE A NURSE?**

Want a **career** with **unlimited opportunities** that will challenge your **intelligence, courage and skill, be a nurse.** For information about the exciting possibilities in the nursing profession, including links to educational & financial resources, go to [www.WorkforceCentralFlorida.com/PHC](http://www.WorkforceCentralFlorida.com/PHC).

FCN Center for Nursing  
Partners for a Healthy Community  
WORKFORCE CENTRAL FLORIDA

# Nurses work in.....



- Nursing Homes
- People's homes
- Health Centres
- Community
- Workplaces
- Schools
- Prisons
- Hospitals
- GP surgeries
- Independent
- Private sector
- Overseas
- Education
- Research
- Rapid Treatment Centres





# Shift Patterns...

You will be required to work a variety of shifts;

- Long days
- Early
- Late
- Nights
- Weekends
- Bank Holidays

These shift patterns will mirror your practice assessors in order to maximise learning opportunities



# This is Nursing



<http://youtu.be/URIKV0ewrhM>

# Pay

| Band | Role  | Pay Band        |
|------|---|-----------------|
| 5    | Qualified Nurse   | 25,665 – 31,534 |
| 6    | Health Visitor, Nurse Specialist, Team Leader                 | 32,306 – 39,027 |
| 7    | Health Visitor Specialist, Advanced Nurse, Nurse Team Manager | 40,057 – 45,839 |
| 8a   | Nurse Practitioner/Modern Matron                              | 47,126 – 53,219 |
| 8b   | Nurse Practitioner  | 54,764 – 63,862 |
| 8C   | Associate Director of Nursing                                 | 65,664 – 75,874 |

# Why choose BU?

The programme received commendations from the NMC for;

- The coherent and seamless infrastructure for student support
- Working relationships with stakeholders
- The high commitment to working with SU (patients) to humanise care through training and dealing with real people

98% of our students are working or studying 6 months after graduating; and 98% of those are employed in a professional or managerial position (Destination of Leavers from Higher Education (DLHE) 2019)



# Why study at BU?



Anatomage table



PAL



Clinical skills suite



Group work and SML



Library



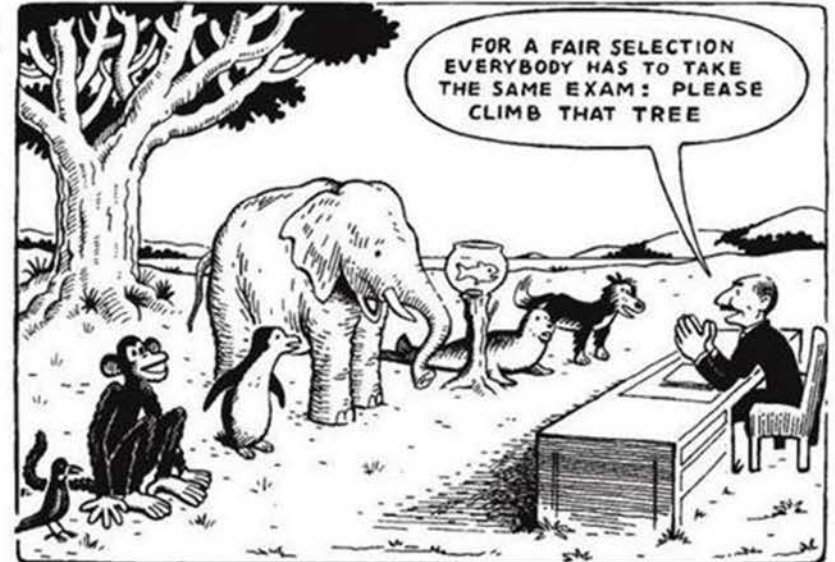
Study Skills



IT Learning Cen...

- A variety of assessment methods are used

- Essays
- Posters
- Presentations
- Exams
- Case studies
- Placement



Please see [www.bournemouth.ac.uk/courses](http://www.bournemouth.ac.uk/courses) for the latest information about this course.

# Promoting Nurse Scholarship

- Phi Mu Chapter (England) of Sigma Theta Tau International (STTI), Honour Society of Nursing
- Opportunities to publish as a single or co-author
- Opportunities to engage in research as student research assistants and participants
- Present at nursing conferences
- Local & national awards

## Real world challenges in delivering person-centred care: a community-based case study

Sylvia Rising, Nikki Glendening, Vanessa Heaslip

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Caring for someone is not the straightforward task it first appears (Thompson, 2015). Recognising that everyone has individual preferences and personalities and putting them at the heart of nursing care is essential (Tobias et al, 2009; Doherty et al, 2012; Hommes et al, 2012), but, for many reasons competing priorities can mean it is not the priority of fully humanised care. How we, as a society and as healthcare professionals, care for the most vulnerable was brought into sharp focus by the Francis Report (2013). In it, Francis describes a culture of lack of care, perpetrated by a focus on finance as the patients' expense. He holds senior management to account for ignoring the warning signs in favour of pursuing national productivity targets. Again, in February 2017, Francis warned that another care scandal is inevitable if the NHS continues its current preoccupation with finances and external targets instead of prioritising patient care (Ford and Lister, 2017). This is indicated by Professor Peter Griffiths, who states that the human factor is too often forgotten, particularly those regarding safety, staffing ratios (Morrillfield, 2017). Add to this concerns about 'bed blocking' and older people feeling that they are somehow not worth high quality care (Storr et al, 2013) and it is easy to understand how some older patients might well feel very vulnerable if they find themselves in need of ongoing healthcare. No one has individual preferences and personalities and recognising these and putting them at the heart of nursing care is essential (Tobias et al, 2009; Doherty et al, 2012; Hommes et al, 2012). It matters that care is compassionate, humanised and empathic, and established by mutual trust (Peters and Moore, 2015).

It is against this background that we discuss Jim's story (Table 1) and through it explore some of the factors that contribute to the provision of high-quality care. We suggest that truly humanised care is not only a moral, professional and legal obligation, but is also ultimately guided by the personal commitment, and decisions made by the healthcare worker (Doherty, 2015), who as person-centred care demands also experience vulnerability and oppression as they strive to meet competing demands (Brady and Frank, 2015).

It will be argued that this directly affects the quality of care provided and is, in turn, dependent on a high degree of self-awareness and courage, underpinned by unconditional positive regard of both self and client, which perhaps explains how care can be of such variable quality, even in the same environment (Doherty, 2015) – and which has led to the cultural pressures of which Francis (2013) speaks.

**Nurses' challenges: courage to practise with humanity**  
The community nursing team met at 08.30 to discuss the day and any particular concerns. They were evidently concerned about Jim's apparent non-compliance and if at ease with his recent official complaint. This was regarding a visit made by the community nurse some weeks previously when his wife had been unwell and was asleep upstairs. Jim felt that the two

### ABSTRACT

Community nurses face many challenges when trying to practice evidence-based, person-centred care. Ongoing concerns regarding the impact of the 2013 Francis Report (Ford and Lister, 2017) suggest that individualised and holistic care is an impossible dream, one made harder when the client appears uncooperative. This paper presents a case study that sets out how some of these challenges were met in a potentially difficult situation experienced by a student nurse and her mentor in practice, in which the student was supported to further examine and explore issues that may have influenced the situation. In this instance, the student came with the recognition that the client had expert knowledge that needed to be taken into account, alongside that of the nurses looking after her. His care became a partnership, not an imposition of expertise, a principle which is transferable to many other situations. Underpinning it was the recognition of our shared humanity, whereby we have the essence of truly holistic care, and student nurses learning to, through the guidance and support of their mentors.

### KEY WORDS

• person-centred care • humanised care • power • vulnerability • nursing values • community nurses

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### REFLECTIVE ESSAY

#### See the person behind the patient

Charlotte Collins reflects on caring for a terminally ill patient whose final wish was to marry her partner



**Charlotte Collins**  
is a first-year adult  
nursing student at  
Bournemouth University

During my first clinical placement on a surgical ward, I helped care for a female patient with pancreatic cancer. The patient, who I will call Jane, was about 60 years old and was receiving palliative care.

I had been caring for Jane for about two weeks and we had built a strong nurse-patient relationship. Before her condition started to deteriorate, we spoke a lot about her past and what she used to enjoy.

One of Jane's last requests was to get married to her partner, and she was married on the ward with her family present. The ward sister contacted the hospital catering department who prepared platters of food, and her daughters brought in her wedding outfit and a beautiful bouquet with her favourite flowers in it.

The ceremony was also attended by myself and other members of staff. It was an emotional experience.

Jane had a syringe driver in situ for pain relief, and could speak very little. I was aware that she only had days to live, and tried to make her as comfortable as possible.

I thought it would be nice to pamper her, so the following day I brought in my nail varnish, along with some hand cream and nail files, and offered to give her a manicure, which she accepted. I also spent time with her and held her hand.

The day after that, I was on a bank shift on another ward. On my break, I thought I would go over to see how Jane was doing. I was told by a staff nurse that she had passed away in the early hours of the morning. Her husband was in the room with her, and I went in to comfort him and say goodbye to her.

Jane's husband asked if I could come back in about an hour, as their daughters wanted to see me. When I returned, the daughters thanked me, and told me how grateful they were that I had spent quality time with their mum towards the end of her life.

I had liaised with Jane's family while caring for her, keeping them informed of her condition, and I am glad I was able to offer them some comfort after her death.

#### Learning curve

This experience taught me the importance of offering emotional support and company to terminally ill patients and their families, and I learned that non-verbal communication skills, such as eye contact, touch and active listening, are vital in end of life care.

Looking after Jane also showed me the true nature of person-centred care. Delivering care tailored to individual needs can help relieve anxiety and improve emotional well-being, enabling patients to find some peace at the end of life.

No matter what health condition someone has, there is always a person behind the patient.

# The Programme at BU



- September intake
- 3 Years FT (BSc)
- 7 weeks Holiday each year (Christmas = 2 weeks; Easter = 2 weeks & Summer = 3 weeks)
- Placements continue throughout the year (45 week year programme)
- Theory completed in study blocks and study days



# BSc (Hons) Adult Nursing

- Year 1 – Nursing through person centred practice and exploring the dynamic relationship people's health/wellbeing and ill health until death or recovery
- Year 2 – Assessing, managing and evaluating the relationship between people's health and ill health
- Year 3 – Managing the complexity and uncertainty of health and ill health, leading, questioning and collaborating for service improvement

## Key areas of study

- Professional practice and research
- Applied healthcare science
- Communication skills for nursing
- Health & wellbeing
- Nursing theory and application
- Improving safety and quality of care
- Clinical pharmacology & medicines management
- Caring for people with complex healthcare needs
- Teamworking for service improvement
- Nursing practice and nursing skills



# BSc (Hons) in Adult Nursing

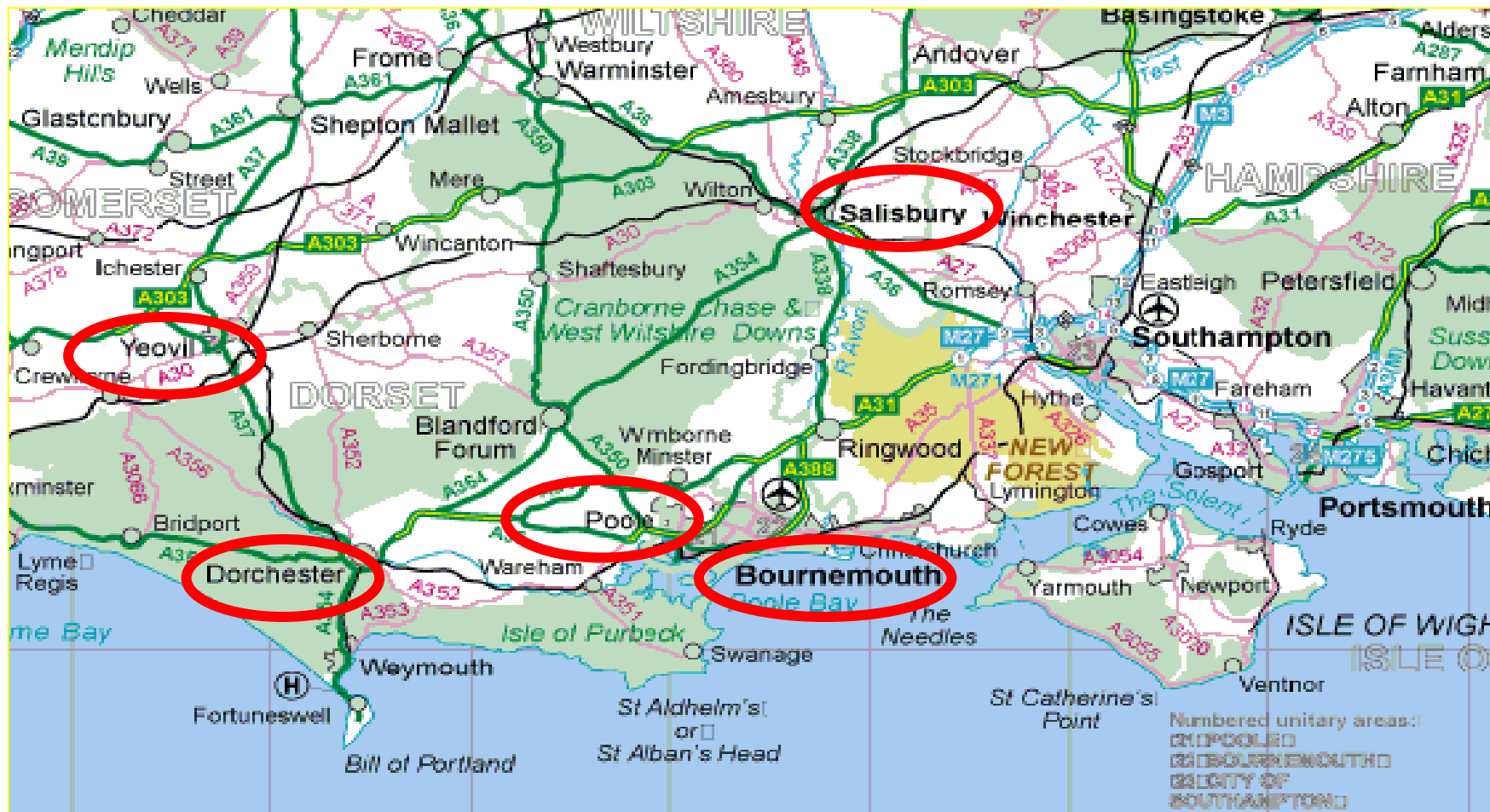
| Year 1   | Year 2  | Year 3  |
|--|---|---|
| Foundations of professional practice and research (20 credits) | Research for professional practice (20 credits) *         | Teamworking for service improvement (20 credits)                                      |
| Nursing theory and application 1 (20 credits)                  | Nursing theory & application 2 (20 credits)               | Clinical leadership & management (20 credits)   |
| Applied healthcare science 1 (40 credits)                      | Applied healthcare science 2 (20 credits)                 | Applied healthcare science 3 (20 credits) *   |
|  | Improving safety & quality of care (20 credits)           | Developing a literature review (20 credits)   |
| Communication skills for nursing practice (20 credits)         | Acute & long-term health challenges (20 credits)          | Therapeutic communications and interpersonal skills for nursing practice (20 credits) |
| Developing skills for health & wellbeing (20 credits) *        | Clinical pharmacology & medicines management (20 credits) | Caring for people with complex healthcare needs (20 credits)                          |
| Nursing practice & nursing skills 1                            | Nursing practice & nursing skills 2                       | Nursing practice & nursing skills 3   |

# Current Year Plan

| Sep-21             |   | Oct-21 |    |    |    | Nov-21                        |    |    |    |    | Dec-21          |         |   |   | Jan-22 |    |    |   |    | Feb-22 |    |   |    | Mar-22 |    |                          |    |    |
|--------------------|---|--------|----|----|----|-------------------------------|----|----|----|----|-----------------|---------|---|---|--------|----|----|---|----|--------|----|---|----|--------|----|--------------------------|----|----|
| 20                 | 27  | 4      | 11 | 18 | 25 | 1                             | 8  | 15 | 22 | 29 | 6               | 13      | 20                                      | 27  | 3      | 10 | 17 | 24  | 31 | 7      | 14 | 21  | 28 | 7      | 14 | 21                       | 28 | 4  |
|                    | 13  | 14     | 15 | 16 | 17 | 18                            | 19 | 20 | 21 | 22 | 23              | 24      | 25                                      | 26  | 27     | 28 | 29 |   | 31 | 32     | 33 | 34  | 35 | 36     | 37 | 38                       | 39 | 40 |
| Year 1             |   |        |    |    |    |                               |    |    |    |    |                 |         |   |   |        |    |    |   |    |        |    |   |    |        |    |                          |    |    |
| Sept 21 BSc cohort |   |        |    |    |    |                               |    |    |    |    |                 |         |   |   |        |    |    |   |    |        |    |   |    |        |    |                          |    |    |
| Welcome week       | Nursing theory & application 1  |        |    |    |    |                               |    |    |    |    | Trust induction | Holiday | G5 G6 G8Y CYP Practice preparation week | G5 G6 G8Y CYP Nursing practice & nursing skills 1 (7 weeks) |        |    |    |   |    |        |    | G5 G6 G8Y CYP Applied healthcare sciences 1 |    |        |    | G5 G6 G8Y CYP Developing |    |    |
|                    | Communication skills for nursing practice                                 |        |    |    |    | Applied healthcare sciences 1 |    |    |    |    |                 |         |   | G1 G2 G3 G4 H1 H2 Applied healthcare sciences 1             |        |    |    | G1 G2 G3 G4 H1 H2 Nursing practice & nursing skills 1 (8 weeks) |    |        |    |   |    |        |    |                          |    |    |
|                    | Foundations for professional practice & research (interprofessional unit) |        |    |    |    |                               |    |    |    |    |                 |         |   |   |        |    |    |   |    |        |    |   |    |        |    |                          |    |    |

| Apr-22  |   |    | May-22                   |   |    |    |    | Jun-22   |    |    |                              | Jul-22 |    |    |            | Aug-22  |  |    |    |    | Sep-22 |    |
|---------|---|----|--------------------------|---|----|----|----|--|----|----|------------------------------|--------|----|----|------------|---------|--|----|----|----|--------|----|
| 11      | 18  | 25 | 2                        | 9   | 16 | 23 | 30 | 6  | 13 | 20 | 27                           | 4      | 11 | 18 | 25         | 1       | 8  | 15 | 22 | 29 | 5      | 12 |
| 41      | 42  | 43 | 44                       | 45  | 46 | 47 | 48 | 49   | 50 | 51 | 52                           | 1      | 2  | 3  | 4          | 5       | 6  | 7  | 8  | 9  | 10     | 11 |
|         |   |    |                          |   |    |    |    |  |    |    |                              |        |    |    |            |         |  |    |    |    |        |    |
|         |   |    |                          |   |    |    |    |  |    |    |                              |        |    |    |            |         |  |    |    |    |        |    |
|         |   |    |                          |   |    |    |    |  |    |    |                              |        |    |    |            |         |  |    |    |    |        |    |
| Holiday | skills for promoting health & wellbeing                         |    | G5 G6 G8Y CYP Study week | G5 G6 G8Y CYP Nursing practice and nursing skills 1 (6 weeks) |    |    |    |  |    |    | Locality placement (4 weeks) |        |    |    | Study week | Holiday | Nursing practice and nursing skills 1 or study weeks |    |    |    |        |    |
|         | G1 G2 G3 G4 H1 H2 Nursing practice & nursing skills 1 (5 weeks) |    |                          |   |    |    |    | G1-G4 H1 H2 Developing skills for promoting health & wellbeing |    |    |                              |        |    |    |            |         |  |    |    |    |        |    |

# Placement Experience



Locality areas:

Yeovil

Dorchester

University Hospitals Dorset

Salisbury

# A Helping Hand.....



- **Academic Advisor**
- **Programme Team**
- **Practice assessor & support team**
- **UPLA**
- **AskBU**
- **Learner Resource Centre**
- **24 hr IT Support Team**
- **24 hr Library Facilities**
- **BU wide student support services**



# Entry requirements

**104-120  
points**

from 2 A-levels, or  
other equivalent  
qualifications.

Maths and English GCSE's  
grades C/4 and above, or  
equivalent.

## Relevant subject:

May be useful to  
prepare you for  
the course but  
are **not** an entry  
requirement

Biology, psychology,  
sociology, health  
and social care,  
ethics

| Qualifications                     | Tariff Points*  |                             |                             |  |  |                              |
|------------------------------------|---|-----------------------------|-----------------------------|--|--|------------------------------|
|                                    | 96  | 104                         | 112                         | 120                                    | 128                                      | 136                          |
| A-levels                           | CCC   | BCC                         | BBC<br>ACC                  | BBB<br>ABC<br>A*CC                     | ABB<br>A*BC                              | AAB<br>A*BB                  |
| BTEC: Extended Diploma             | MMM   | DMM                         | DMM                         | DDM                                    | DDM                                      | DDD                          |
| BTEC: Diploma                      | DD  | D*D                         | D*D*                        |  |  |                              |
| A-level & BTEC Diploma             | A* / MP<br>A / MP<br>C / MM   | A* / MP<br>B / MM<br>C / DM | A* / MM<br>A / MM<br>C / DM | A* / MM<br>B / DM<br>C / DD            | A* / DM<br>A / DM<br>C / DD              | A* / DM<br>B / DD<br>C / D*D |
| A-levels & BTEC Subsidiary Diploma | CC / M<br>BB / P  | CC / D<br>BC / M<br>AB / P  | CC / D<br>BB / M<br>AA / P  | CC / D*<br>BC / D<br>AB / M<br>A*A / P | BC / D*<br>BB / D<br>A*B / M<br>A*A* / P | BB / D*<br>AB / D<br>A*A / M |
| Access to HE                       | Any combination of Distinctions, Merits and Passes to make up the tariff points |                             |                             |  |  |                              |

But don't forget...we also have the Foundation Year option.

**BSc (Hons) Adult Nursing (Advanced Standing)**

**MSc Adult Nursing**

**BSc Nursing apprenticeships**

**Apply on Time** (End Sept – Mid Jan for Sept 2022)

## **Personal Statement**

- **Insight into adult nursing**
- **Awareness of key attributes of adult nurses**
- **Motivation and passion for adult nursing**
- **Care Experience**
- **Reading about nursing & healthcare**

<https://www.youtube.com/watch?v=IkSjN3SAxpM>



# Voluntary Work

Limited chance of voluntary work in a hospital setting instead;

- Beavers, rainbows, brownies, cubs, scouts and guide groups
- Working with the school on peer support projects (reading schemes, buddying systems)
- Volunteering at a care home
- Night Shelters/Soup kitchens
- Food Banks
- Tea and Luncheon clubs at local churches, Age Concern
- Age concern befriending schemes
- Charity shops
- GP volunteering schemes



# What Now?



- **Come and Talk to us**
- **Subject exhibition stands**
  - Accommodation
  - Finance
  - Admissions
  - Placements
  - Student Services
- **Campus tours**
- **Please refer to your programme for full details.**





**Bournemouth  
University**



Please note: The detail, dates and additional fees stated are correct at the time of presentation (October 2021). The latest information can be found at [www.bournemouth.ac.uk/courses](http://www.bournemouth.ac.uk/courses).

**Questions? We've got answers.**  
**01202 961916**  
**futurestudents@bournemouth.ac.uk**