



Module Descriptor

Title	Understanding Self and Society		
Session	2024/25	Status	Published
Code	NURS07045	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Kath Limond		
Summary of Module			
This module explores the contribution of sociology and psychology to the understanding of human development, across the lifespan. It focuses both on the student's own development and on the broader aspects of the determinants of health and illness within a range of social and cultural contexts. The module also explores conceptualisations of mental health to provide students with an underpinning knowledge of a range of interventions used in the field of mental health care. biological, behavioural, cognitive, humanistic and socio-cultural models of mental health will be examined. The concept of the therapeutic use of self is introduced and, through simulated practice and reflection on their own health related behaviours, the module explores how they may help others to adopt a healthy lifestyle UWS Graduate attributes of cultural awareness, social responsibility and effective communication are highlighted in this module that also encourages students to work collaboratively. The module comprises 7 weeks of campus based and eLearning activities followed by a review session towards the end of the first term. As this is one of the first modules in the programme the purpose is to introduce the student to the discipline of mental health nursing and to provide an opportunity to begin to examine concepts such as personhood, identity, culture and the social construction of reality. The module begins with an examination of the self and looks at the factors that shape each of our personalities. The self in society is examined and an exploration of cultural and social determinants of self will encourage the student to study the individual and communities both subjectively through reflection and the use of narrative and objectively through examination of data. Skills will be developed through simulation and practice. A detailed mapping tool provides information on the NMC annexes to be covered in this module. Specific Annex A & B skills for this module are detailed in the programme skills schedule and preload is related to reflection, communication in teams and with stakeholders, stress and distress, de-escalation skills, record keeping (digital health systems)			

Programme threads on Childhood and adolescent development, learning disabilities, older adults in society including living with dementia will inform module content.

Module Delivery Method	On-Campus ¹ ☒	Hybrid ² ☐	Online ³ ☐	Work -Based Learning ⁴ ☐		
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)			
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Outline the main sociological and psychological theories in relation to the understanding of human development and mental well-being.
L2	Demonstrate foundational knowledge of conceptualisations of mental health and illness based on these theories.
L3	Demonstrate self-awareness and empathy in clinical contexts through peer review and skills simulation.
L4	Demonstrate understanding of the demands and impacts of professional practice on self and sources of support to manage development and resilience.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	Please select SCQF Level Understanding the development of psychology and sociology as disciplines.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Understanding different models and approaches used to explore human behaviour (behavioural, cognitive, psychodynamic, humanistic models). Developmental psychology including social and emotional development and personality development. Understanding sociological concepts including social stratification, role theory, deviance, stigma. The role of art and literature in understanding personhood.
Practice: Applied Knowledge and Understanding	Please select SCQF Level Applying key sociological and psychological theories to an understanding of one's own identity and personality development. Application of social and psychological theories to an understanding of change management and quality improvement. Developing self-awareness and reflective skills to enhance personal development. Demonstrating empathic responses to promote therapeutic relationships and the therapeutic use of self.
Generic Cognitive skills	Please select SCQF Level Developing skills of self-awareness and reflection to clarify personal values and beliefs that may affect care. Developing self-confidence and self-awareness of strengths to be able to enhance the therapeutic relationship.
Communication, ICT and Numeracy Skills	Please select SCQF Level Presenting and evaluating the information and ideas discussed within the module to a variety of audiences and in a range of settings. Understanding numerical and graphical information when examining evidence. Developing IT skills to support learning and professional practice.
Autonomy, Accountability and Working with Others	Please select SCQF Level Exercising autonomy, initiative, and accountability in relation to personal and professional development. Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.

	Demonstrating knowledge of a range of professional, ethical, and legal considerations which inform professional practice. Work collaboratively and cooperatively with a range of people to examine self and others .
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Tutorial / Synchronous Support Activity	18
Laboratory / Practical Demonstration / Workshop	12
Personal Development Plan	6
Asynchronous Class Activity	44
Independent Study	114
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Barry, A. and Yuill, C. (2016) Understanding the Sociology of Health. An Introduction. 4th ed. London: Sage Publications. Denny, E., Earle, S. and Hewison, A. (eds.) (2016) Sociology for Nurses. 2nd ed. Cambridge: Polity Press. Goodman, B. (2019) Psychology and Sociology in Nursing. 3rd ed. London: Sage Publications.

Gross, R. and Kinnison. (2014) Psychology for Nurses and Health Professionals. 2nd ed. London: Taylor Francis Group.

Macionis, J. (2015) Sociology: a global introduction. [Online] Available:
<http://libcat.uhi.ac.uk/record=b1775951~S18> [Accessed: 13 February 2017].

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Mental Health Nursing Midwifery Health
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	MHMH L7-8
Moderator	G Collins
External Examiner	E Street
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Students pick from four pre-determined topic areas to design and present a 20 minute, live presentation with 2 pre-determined questions at the end of the presentation. Presentation can be conducted on campus or via TEAMS. 100% weighting of assessment.

Assessment component must be passed at 40% to achieve an overall pass in this module.

Assessment 2

N/A

Assessment 3

N/A

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Individual presentation	☒	☒	☒	☒	☐	100	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who