

**Session: 2023/24**

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<b>Title of Module: Delivering Compassionate Care</b>			
<b>Code: NURS11064</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Di Douglas		
<b>Summary of Module</b>			
<p>Over the last decade there has been several public inquiries, across the UK, highlighting the shameful neglect and maltreatment of health and social care users. In addition to the findings from these inquiries, there is a growing body of evidence indicating that there has been decline in care generally and compassionate care specifically. This may, in part, be explained as being a consequence of the increasing demands on health and social care services due to higher levels of activity, higher throughput, shorter hospital stays, an ageing staff and population and staff shortages in some services.</p> <p>In 2016 the Scottish Government published the Health and Social Care Delivery Plan outlining changes in health and social care services in Scotland to meet future challenges and demands. Promising a service where health and social care users are at the centre of decisions that affect them.</p> <p>Building on this positive note, this module seeks to enable health and social care professionals from different professional backgrounds and settings to: develop the ability to understand compassionate practice; have the knowledge and confidence to respond to and challenge poor practice; and be an agent for change at an individual, team and organisational level.</p> <p>The above skills acquisition, also contribute to the development of the UWS Graduate Attributes.</p> <ul style="list-style-type: none"> <li>• Universal: critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible;</li> <li>• Work-Ready: knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising, ambitious; and</li> <li>• Successful: autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational.</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
		✓			
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p>					

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**The module will **normally** be offered on the following campuses / or by Distance/Online Learning:  
(Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
		✓

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Critically understand the concept of delivering compassionate (\*including spiritual) care.

L2. Critically review and contextualize the attitudes, values and beliefs which may impact upon the delivery of compassionate care.

L3. Systematically analyse and review strategies designed to assist in the creation of a culture of compassionate care.

L4. Critical analyse the range of tools and specialist techniques which facilitate the effective delivery of compassionate care.

**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)	SCQF Level 11. Demonstrate and/or work with a critical understanding of the principal theories and concepts of compassionate care.  Develop a critical awareness of the legal, ethical, political and cultural issues involved in the delivery of compassionate care.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Demonstrate originality or creativity in the application of knowledge, understanding and delivery of compassionate care within health and social care settings.  Critically appraise tools designed to facilitate the delivery of effective compassionate care.
Generic Cognitive skills	SCQF Level 11. Critically review, consolidate and extend knowledge, skills, practices and thinking in the creation of a culture of compassionate care within health and/or social care settings.

Communication, ICT and Numeracy Skills	<p>SCQF Level 11. Undertake literature searches and critical evaluations of numerical and graphical data which explore personal and institutional influences/outcomes in the provision and delivery of compassionate care.</p> <p>Demonstrate the ability to communicate effectively in group settings in the exploration of issues related to the understanding and delivery of compassionate care.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11. Practice in ways which draw on critical reflection on own and others' roles and responsibilities in the provision of compassionate care in health and social care settings, and at different stages of the patient's/client's care pathway.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>Active participation is an essential component of this module and students are expected to engage with the scheduled activities. Opportunities will be given for students to engage in critical discussion around essential ethical and health related concepts. The use of modified lectures, online activities and group/peer discussion will be included with a range of student-centred activities. The learning activities undertaken to achieve the module learning outcomes are stated below</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	24
Personal Development Plan	6
Independent Study	170
	200 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes: LIBRARY</p> <ul style="list-style-type: none"> <li>• Baughan, J. and Smith, A. (2013). Compassion, Caring and Communication: Skills for Nursing Practice. 2 ed. New York: Routledge.</li> <li>• Chambers, C. &amp; Ryder, E. (2019). Supporting compassionate healthcare practice: Understanding the role of resilience, positivity and wellbeing. Oxon: Routledge.</li> <li>• Clarke, J. (2013). Spiritual Care in Everyday Nursing Practice. A New Approach. London: Palgrave</li> </ul>	

Macmillan.

- Hewison, A. & Sawbridge, Y. (2016). Compassion in nursing: theory, evidence and practice. London: Palgrave.
- Koenig, H. J. (2013). Spirituality in Patient Care - Why, How, When and What. 3 ed. West Conshohocken, PA: Templeton Press.
- Papadopoulos, I. (2019). Culturally Competent Compassion: a guide for healthcare students and practitioners. London: Routledge.
- Shea, S., Wynyard, R. and Lionis, C. (2014). Providing Compassionate Healthcare [eBook], Routledge Ltd.

#### ONLINE

- The Scottish Government (2016). Health and Social Care Delivery Plan. [Online] Available at: <https://www2.gov.scot/Resource/0051/00511950.pdf> [Accessed 23 November 2018].
- The Scottish Government (2017). Nursing 2030 Vision: Promoting Confident, Competent and Collaborative Nursing for Scotland's Future. [Online] Available at: <https://www.gov.scot/publications/nursing-2030-vision-9781788511001/> [Accessed 29 Nov 2018].
- West, M., Eckert, R., Collins, B. and Chowla, R. (2017). Caring to change. How compassionate leadership can stimulate innovation in health care, London: The Kings Fund. Available at [https://www.kingsfund.org.uk/sites/default/files/field\\_publication\\_file/Caring\\_to\\_change\\_Kings\\_Fund\\_May\\_2017.pdf](https://www.kingsfund.org.uk/sites/default/files/field_publication_file/Caring_to_change_Kings_Fund_May_2017.pdf). [Accessed 23 November 2018].

#### RECOMMENDED

- Roberts, G. W. and Machon, A. (2015). Appreciative Healthcare Practice. A guide to compassionate, person-centred care, London: M&K Publishing.

Pears R and Shields G (2019) Cite Them Right: the essential referencing guide. London: Red Globe Press

(\*\*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)

#### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)  
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:  
Evidence of active participation / engagement with: course material and resources, and scheduled group and formative activities.

#### Supplemental Information

<b>Programme Board</b>	Adult Nursing & Healthcare
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Nursing & ODP Programmes

<b>Moderator</b>	Natalie Dickinson
<b>External Examiner</b>	K Norman
<b>Accreditation Details</b>	
<b>Version Number</b>	3

**Assessment: (also refer to Assessment Outcomes Grids below)**

Assessment will be based on one written piece of work (4,500 words, 100%), that will address all four learning outcomes.

The written piece of work will be a systematic critique of contemporary literature in the delivery of compassionate care. The critique will require the student to review factors that impact on or influence the delivery of compassionate care; and analyse tools, techniques and strategies used to promote effective delivery of compassionate care.

(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 Handbook.)

**Assessment Outcome Grids (Footnote A.)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	✓	100	0
<b>Combined Total For All Components</b>					100%	0 hours

**Footnotes**

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of

Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

[UWS Equality and Diversity Policy](#)

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