Title of Module: Resilience in Health			
Code: NURS11156	**SCQF Level: 11** (Scottish Credit and Qualifications Framework)	**Credit Points: 30**	**ECTS: 15** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Lynn McCaffer		

Summary of Module
This shared module will examine resilience and the building of healthy communities. The module also includes the public health agenda and the reduction of health inequalities. The support of individuals and their families will be explored in the context of resilience and supporting self-management strategies.   - Areas to be covered include; risk and adversity; protective factors; primary prevention; ACEs; pathophysiology of the growing brain.   - The module will also explore the public health agenda; social determinants of health; equality, diversity; evidence-based health and social care; protected characteristics; health literacy, primary & secondary prevention; childhood poverty; child protection; specialist nurse role.   - The module will also incorporate communication and interpersonal skills; awareness of personal values and how these can impact positively/negatively on patient care; influence of organisational culture; cultural awareness and sensitivity; delivery of culturally appropriate person-centred care; tools and techniques to facilitate the effective delivery of compassionate care.   - Strengths-based approaches will be adopted including; fostering resilience; empowerment techniques; co-production; primary & tertiary prevention; behavioural change theories; opportunistic health promotion and behavioural change approaches.   - Skills included in the module include that of self-awareness; personal development; development of professional resilience; development of communication techniques; and development of digital skills. The module will include a summative safeMedicate exam. Updates on Basic Life Support and Moving and Handling skills will also be incorporated within this module.   - This is a four week theory module with a ten week practice learning experience. Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice.   - Programme threads of Suicide and Self Harm, Learning Disability, CAMHS, Dementia, Law and Safeguarding, Digital Health Technology, Palliative and End of Life Care, Compassion and Trauma will inform the module content. Academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
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
Fully Online
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.
HybridC
Online with mandatory face-to-face learning on Campus
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 examine the factors of resilience and vulnerability in relation to individuals and the wider community taking cognisance of the Public and Global Health agendas which influence nursing practice and healthcare.
L2. Review, consolidate and synthesise knowledge of evidence based health and social care in relation to risk, resilience and vulnerability whilst demonstrating an understanding of health inequalities and the diversity of individuals and their communities.
L3. Critically examine and demonstrate understanding of the factors influencing the development of vulnerability, whilst critically reflecting on opportunities to support resilience and self-management using strengths based approaches.
L4. Demonstrate an in-depth self-awareness of communication and interpersonal skills linked to concepts of compassionate care principles whilst critically discussing the concepts of values, compassionate, person-centred care to support positive behavioural change.
L5. Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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. Critically examining individual and community vulnerability and resilience, taking cognisance of how national and global public health agendas influence health care delivery and nursing practice Critically reviewing public health strategies and initiatives aimed at tackling inequalities in health, and the nurse's role in promoting, protecting and improving health, and preventing ill health. Critically analysing the factors that influence the development of vulnerability, and the approaches that can be used to support individuals and communities to build resilience and self-manage their own health care.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Compassionate care delivery. Utilising a strengths-based approach in practice. Critically examining how attitudes, values and beliefs impact on the delivery of person-centred compassionate care.
Generic Cognitive skills	SCQF Level 11. Developing critical thinking skills. Developing critical reflection skills.
Communication, ICT and Numeracy Skills	SCQF Level 11. Effectively communicating with multi-disciplinary team/agencies. Achievement of 100% pass in safeMedicate summative exam.
Autonomy, Accountability and Working with others	SCQF Level 11. Challenging communication. Working alongside other disciplines and professionals and acting as an advocate for the patient. Demonstrate achievement of ongoing relevant professional standards.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: NURS11158 NURS11154 NURS11157	**Module Title:** Health and Society Integrated Human Development Self, Society and Nursing
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Modified lectures introduce students to key concepts and open up key areas for further exploration and development. Learning is enhanced through the use of self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Extensive and structured e-learning activities will enable students to prepare for practice and develop their critical understanding. Group-work will be an important aspect of the

workshops where students will rehearse the skills required of a registered nurse in a safe and supported environment. In addition, students will be required to carry out independent learning and review progress towards achievement of NMC proficiencies.

The "I am UWS" graduate skills incorporated within this module will be self- reflective, culturally aware, collaborative, knowledgeable, problem-solver, effective communicator, and resilient. Module hours exceed the norm because of the practice placement element.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	30
Work Based Learning/Placement	400
Personal Development Plan	12
Asynchronous Class Activity	48
Independent Study	168
	700 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Public Health & Health Promotion

Naidoo, J. & Wills, J., (2016). Foundations for Health Promotion (electronic book). 4 ed. Oxford: Elsevier.

Roig, B., Weiss, K. & Thireau, V., (2019). Management of Emerging Public Health Issues and Risks. Multidisciplinary Approaches to the Changing Environment (electronic book). s.l.:Elsevier/Academic Press.

Scriven, A., (2017). Ewles and Simnett's Promoting Health: a Practical Guide [electronic book]. 7 ed. USA: Elsevier Ltd.

Upton, D. & Thirlaway, K. (2010) Promoting healthy behaviour: a practical guide for nursing and healthcare professionals. [electronic book]. London: Pearson

Upton, D., (2014). Nursing & health survival guide: health promotion [electronic book]. Oxon: Routledge Ltd.

Wild, K. & McGrath, M., (2019);. Public health nursing and health promotion for nurses: at a glance (electronic book). Hoboken, NJ: John Wiley & Sons.

Wills, J., (2014). Fundamentals of health promotion for nurses [electronic book]. 4 ed. Chichester: Wiley-Blackwell.

Person-centred & Compassionate Care

Chambers, C., (2019.) Supporting compassionate healthcare practice: Understanding the role of resilience, positivity and wellbeing. Oxon: Routledge.

Holland, K., (2017). Cultural Awareness in Nursing and Health Care (electronic book), Oxon: Routledge Ltd.

McCormack, B. & McCance, T., (2017). Person-centred practice in nursing and health care: theory and practice (electronic book). 2 ed. Chichester: Wiley and son.

McSherry, R. & Pearce, P., (2018). Measuring health care workers' perceptions of what constitutes a compassionate organisation culture and working environment: Findings from a quantitative feasibility survey. Journal of Nursing Management, 26(2), pp. 127-139.

NHS Education Scotland, (2017). Values Based Reflective Practice: National Handbook for Best Practice. [Online] Available at: http://www.knowledge.scot.nhs.uk/media/CLT/ResourceUploads/4087782/0a49abf1-3524-4894-9302-86a976d8ee44.pdf [Accessed 23 November 2018].

Papadopoulos, I., (2019). Culturally Competent Compassion: a guide for healthcare students and practitioners. London: Routledge.

Percy, M. & Richardson, C., (2018). Introducing nursing practice to student nurses: How can we promote care compassion and empathy. Nurse Education in Practice, Volume 29, pp. 200-205.

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

van Zyl, A. B. & Noonan, I., (2018). The Trojan War inside nursing: an exploration of compassion, emotional labour, coping, and reflection. British Journal of Nursing, 27(20), pp. 1192-1196.

Vulnerability, Risk & Resilience

Alaszewski, A., (2013). Vulnerability and risk across the life course. Health Risk & Society, 15(5), pp. 381-389.

Chambers, C., (2019). Supporting compassionate healthcare practice: Understanding the role of resilience, positivity, and wellbeing (electronic book). Oxon: Routledge.

Heaslip, V. & Ryden, J., (2013). Understanding vulnerability: a nursing and healthcare approach (electronic book). Chichester: Wiley and son.

Neenan, M., (2018). Developing Resilience: A Cognitive-Behavioural Approach. 2 ed. Oxon: Routledge.

Southwick, S. M., Litz, B. T., Charney, D. & Friedman, M. J., (2011). Resilience and mental health: challenges across the lifespan [electronic book]. Cambridge: Cambridge University Press.

Traynor, M., (2017). Critical resilience for nurses: an evidence-based guide to survival and change in the modern NHS (electronic book). Oxon: Routledge Ltd.

(**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: In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Angela Quigley
External Examiner	Nicola Blythe
Accreditation Details	NMC
Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)
The formative assessment will link aspects of theory and practice. Students will develop a resource aimed at promoting positive behaviour change using a person-centred approach that can be practised and evaluated while on placement. This should be discussed with the Practice Assessor to establish how it might be implemented and which placement learning outcomes it might link to. In the review week the student will share their experience, of what they learned and what changes or /improvements they plan to make in their future practice.
The summative assessment will take the form of a journal article. The aim of this is to help consolidate the academic journey of the student in the development of skills relating to publishing in the future and as part of their preparation for the dissertation.
Successful completion of a practice learning experience as evidenced by portfolio completion is achieved at a pass. In accordance with the NMC Standards for Nursing and Midwifery Education (2018) no compensation is permitted across theory and practice, therefore all

components must achieve a pass for an overall pass mark to be awarded. Each component of assessment must be passed. This is to comply with the NMC Standards for Nursing and Midwifery Education (2018). This is an exception to the UWS regulatory framework

Achievement of 100% pass in safeMedicate summative exam.

Each component of assessment must be passed to achieve an overall pass for this module. This is to comply with NMC Standards for Nursing and Midwifery Education (2018) which state that in relation to the SFNME R5.16 no compensation is permitted between theory and practice assessments.

(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.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓		100	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	0

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (practical)					✓	0	1
Combined Total For All Components						100%	1 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. This module has a practice element and takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf). In particular section 23: "The (Equality) Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards". 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)