Module Descriptor

Title	Self, Society and Nursing		
Session	2024/25	Status	Published
Code	NURS11157	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	M Harris		

Summary of Module

This module introduces the student to the discipline of nursing and explores the meaning of nursing through historical and cultural perspectives. It also explores nursing as a profession and the socio-political dimensions of nursing in contemporary society. It includes an introduction to nursing theories and models, common concepts of health and social care practices and a critical appraisal of the application of theories and models to current nursing practice. Key themes include: professional, legal and ethical issues; self-awareness and reflection; multi-agency working and integrated practice and an understanding of the required standards of proficiency associated with professional discipline.

The module begins with a 7-week theory component involving campus based and eLearning activities together with simulated practice.

Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to assessment, formulation, care planning and clinical decision making and communication and are developed through simulated practice. The roles and responsibilities of nurses and others are explored.

There is a five week practice learning experience that provides the student with the opportunity to integrate skills and knowledge and to demonstrate ongoing achievement of professional standards.

Academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning.

Programme threads of Suicide and Self Harm, CAMHS, Dementia, Law and Safeguarding, Digital Health Technology, Palliative and End of Life Care and Trauma will inform the module content. Specifically, stress and distress; resilience and risk; Legal/policy frameworks; consent and confidentiality; child protection; communication methods to suit people who are experiencing confusion, memory or communication difficulties and maintaining the rights of people with dementia; digital identity and health and well - being and communication in difficult circumstances.

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	Critically evaluate the professional, ethical, and legal principles underpinning contemporary nursing care and practice.
L2	Develop a critical understanding of the impact of effective communication within the therapeutic relationship and multidisciplinary team in the delivery of compassionate care.
L3	Develop a critical understanding of how nursing theory informs practice.
L4	Critically appraise the demands of academic and professional practice and the potential impact on self and the wider community.
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 11** Historical and cultural contexts to the development of current health and social care provision. Professional, legal, and ethical frameworks underpinning health and social care including the NMC Code and the other relevant professional regulatory codes. Psychological and sociological concepts related to health and well-being at an individual and societal level.

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[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

	Exploring and managing the demands of professional practice and academic study and the impact on self and others.
Practice: Applied Knowledge and Understanding	**SCQF 11** Applying person centred approaches to care when working with people, families, communities and populations of all ages and backgrounds. Working to ensure personal safety and the safety of others by recognising own limitations by using appropriate skills and knowledge.
Generic Cognitive skills	**SCQF 11** Evaluating the professional, ethical, and legal principles underpinning contemporary nursing care and practice. Demonstrating a critical awareness of how nursing theory informs practice. Developing skills of critical appraisal, evaluation, self-awareness and reflection to enhance professional development. Presenting evaluating and providing feedback to peers to critically appraise the ideas discussed within the module. Develop self-confidence and self-awareness of strengths to enhance clinical skills.
Communication, ICT and Numeracy Skills	**SCQF 11** Active listening and effective communication skills to enhance the therapeutic relationship, including verbal and non-verbal communication, proxemics and appropriate questioning. ICT skills required to access input and share information from VLE and other platforms associated with the programme (Turas, InPlace, & Aula). Understanding and appraising numerical and graphical data in relation to concepts within the module.
Autonomy, Accountability and Working with Others	**SCQF 11** Accepting and providing constructive feedback to enhance personal and professional development. Exercising substantial autonomy and initiative in academic activities. Demonstrating critical awareness of the roles and responsibilities of working within a multidisciplinary team and delivering an integrated care approach. Working towards achievement of the relevant professional standards.

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.   The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS", specifically the module develops the attributes

of self-reflection, resilience, ethically mindedness, cultural awareness and social responsibility. The module hours exceed the norm because of the practice learning element.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	14
Tutorial / Synchronous Support Activity	14
Laboratory / Practical Demonstration / Workshop	20
Work-based Learning	200
Asynchronous Class Activity	49
Independent Study	96
Personal Development Plan	7
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Allan, S. (2019) Law and Ethics for Heath Practitioners. London: Elsevier. Gault, I; Shapcott, J; Luthi, A; & Reid, G. (2017) Communication in Nursing and Healthcare: A Guide for Compassionate Practice. London: SAGE. Goodman, B. (2015) (2nd Edition) Psychology & Sociology in Nursing. London: SAGE. McCormack, B. and McCance, T. eds. (2016) Person-centred practice in nursing and health care: theory and practice. Oxford: John Wiley & Sons. McKenna, H., Pajnkihar, M. and Murphy, F. (2014) Fundamentals of Nursing Models, Theories and Practice. West Sussex: Wiley E-Text. John Wiley & Sons. Pears, R. and Shields, G. (2019) Cite Them Right: the essential referencing guide. 11th Ed. London: Red Globe Press / Macmillan International Higher Education.
(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:** Students attend all timetabled teaching and learning sessions with 100% attendance during all Practice Placement Experiences (PLE) which is required by the end of the programme. Students may be assessed at if at least 70% of the practice learning experience is met. This is accordance with the NMC professional requirements.

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.	
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 Science 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.	
(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	Adult Nursing Community 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	Pre-Registration Adult Nursing
Moderator	A Butler
External Examiner	N Blythe
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will submit a written assessment which is divided into two parts within an e-portfolio format.   Part A: Using current academic and professional literature critically discuss the professional, ethical, and legal dilemmas nurses may need to consider when providing palliative and end of life care. This should also incorporate a critical discussion of the way in which

communication impacts on the therapeutic relationship and multidisciplinary team within the delivery of compassionate care.

Part B: Present two nursing theories and critically discuss using academic and professional literature of the way in which your chosen theorists have influenced nursing practice. This should also include a critical evaluation of the way in which this has influenced how you would like to develop and practice as a nurse.

Part A 50% weighting, equivalent to 2,250 words

Part B 50% weighting equivalent to 2,250 words

Total number of words for both parts = 4,500

Assessment 2

Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards.

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.

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**
Portfolio of written work.	☒	☒	☒	☒	☐	100%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Placement	☐	☐	☐	☐	☒	0	0

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