

University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 13/02/2024

Title of Module: Self, Society and Nursing

Code: NURS11157	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Michelle 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.
- A 5-week practice learning experience provides the student with an 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

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 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:

<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 11.</p> <p>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.</p> <p>Psychological and sociological concepts related to health and well-being at an individual and societal level.</p> <p>Exploring and managing the demands of professional practice and academic study and the impact on self and others.</p>		
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 11.</p> <p>Applying person centred approaches to care when working with people, families, communities and populations of all ages and backgrounds.</p> <p>Working to ensure personal safety and the safety of others by recognising own limitations by using appropriate skills and knowledge.</p> <p>An introduction to and achievement of the Health Care Support Worker Standards.</p>		
<p>Generic Cognitive skills</p>	<p>SCQF Level 11.</p> <p>Evaluating the professional, ethical, and legal principles underpinning contemporary nursing care and practice.</p> <p>Demonstrating a critical awareness of how nursing theory informs practice.</p> <p>Developing skills of critical appraisal, evaluation, self-awareness and reflection to enhance professional development.</p> <p>Presenting evaluating and providing feedback to peers to critically appraise the ideas discussed within the module.</p> <p>Develop self-confidence and self-awareness of strengths to enhance clinical skills.</p>		
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11.</p> <p>Active listening and effective communication skills to enhance the therapeutic relationship, including verbal and non-verbal communication, proxemics and appropriate questioning.</p> <p>ICT skills required to access input and share information from VLE and other platforms associated with the programme (Turas, InPlace, Moodle)</p> <p>Understanding and appraising numerical and graphical data in relation to concepts within the module.</p>		
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 11.</p> <p>Accepting and providing constructive feedback to enhance personal and professional development.</p> <p>Exercising substantial autonomy and initiative in academic activities.</p> <p>Demonstrating critical awareness of the roles and responsibilities of working within a multidisciplinary team and delivering an integrated care approach.</p> <p>Working towards achievement of the relevant professional standards.</p>		
<p>Pre-requisites:</p>	<p>Before undertaking this module, the student should have undertaken the following:</p> <table border="1" data-bbox="443 2101 1410 2148"> <tr> <td data-bbox="443 2101 762 2148">Module Code:</td> <td data-bbox="762 2101 1410 2148">Module Title:</td> </tr> </table>	Module Code:	Module Title:
Module Code:	Module Title:		

	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

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 (Normally totalling 200 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/Placement	200
Asynchronous Class Activity	49
Personal Development Plan	7
Independent Study	96
	400 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:

Allan, S. (2019) Law and Ethics for Health 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)

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.

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, on Aula, 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 (Pass/Fail) Results	No
Subject Panel	Nursing & ODP Programmes
Moderator	Anthony Butler
External Examiner	Nicole Blythe
Accreditation Details	
Changes/Version Number	1.06 For AY23-24 external examiner name updated PLE assessment requirement changed to 70% Updated reference list EDI statement updated Contact hours updated

Assessment: (also refer to Assessment Outcomes Grids below)

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

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

(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
Portfolio of written work	✓	✓	✓	✓		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
Combined Total For All C omponents						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.

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/reasonableadjustments-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)