Session: 2023/24

Last modified:

Status: Published

Title of Module: Nursing in Society

Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Chris Fulgencio		

Summary of Module

Nurses must understand both the individuals to whom they provide care and the society within which they perform their roles. Sociology and psychology provide theoretical foundations for the development of this understanding. This module will introduce students to these important social science disciplines.

The Nursing in Society module will enable students to enhance their self-awareness and provide an opportunity to explore the factors which contribute to their own health and well-being. Students will develop an understanding of professional practice and the implications of becoming a nurse for them as an individual. Closely associated with this, the module will focus on the role of resilience and emotional intelligence with respect to the nursing role. Students will also be supported to recognise their responsibility to adopt a healthly lifestyle in accordance with NMC requirements.

Finally, students will learn to recognise how their personal safety can be maintained while responding appropriately in challenging situations.

- Programme threads related to Trauma informed practice, Dementia, Learning Disabilities, Law and safeguarding will inform module content.
- Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to communication linked to Personal Safety Theory and recognising stress and distress.

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. Relate key psychological and sociological theory to nursing practice.

L2. Demonstrate understanding of professional practice, the potential impact on self, and sources of support to manage this.

L3. Understand the professional responsibility to adopt a healthy lifestyle in line with NMC standards of proficiency.

L4 Demonstrate awareness of resilience emotional intelligence and personal safety in relation to the nursing role.

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 7. Developing a foundational knowledge of psychological and social sciences and their relevance to adult nursing Introducing the nature and purpose of scientific enquiry Discussing the health challenges facing the individual and society using appropriate psychological/sociological theories
Practice: Applied Knowledge and Understanding	SCQF Level 7. Using a range of approaches to investigate the individual within society Application of social and psychological theories to an understanding of change management and quality improvement. Application of social and psychological theories to personal and professional development
Generic Cognitive skills	SCQF Level 7. Developing investigating, problem solving skills Developing skills in reflection and Emotional Intelligence: Self-Awareness and Self-Expression; Social Awareness and Interpersonal Relationships; Emotional Management and Regulation;
Communication, ICT and Numeracy Skills	SCQF Level 7. Engaging with a range of technologies to enhance independent learning

Autonomy, Accountability and Working with others	SCQF Level 7. Developing team working skills when working with peers towards a defined goal Developing self-confidence and self-awareness Skills in assertiveness and negotiation.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-graduate-attributes/
In particular this module contributes towards development of the following attributes:

Academic – becoming a critical thinker; developing knowledge of life & social science as they relate to nursing; and developing autonomy in decision-making and in recognising own development needs.

Personal – developing emotional intelligence in providing a rationale for routine and challenging nursing care; developing self-awareness and effective communication skills; and developing resilience in the practice of routine and challenging nursing care.

Professional – developing social responsibility in the adoption of a healthy lifestyle in line with NMC standards; and demonstrating ambition and potential leadership in working with peers.

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	12
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	0
Independent Study	120
Asynchronous Class Activity	44
	200 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:

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. (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, N. (2014) Psychology for Nurses and Health Professionals 2nd ed.

London: Taylor Francis Group

Macionis, J. and Plummer, K. (2013) Sociology: a global introduction 5th ed. New Jersey: Prentice Hall

Nursing and Midwifery Council (2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. London: NMC.

Pears, R. and Shields, G. (2019) 'Cite them Right, the essential referencing guide. 11th edn' UK: Red Globe Press[Core Text]

Peate, I, and Nair, M. (2017) Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students. 2nd ed. Chichester: John Wiley & Sons

Punch, S., Harden, J., Marsh, I. and Keating, M. (2013) Sociology: Making Sense of Society. 5th ed. Harlow: Pearson

Scottish Government (2010) The Healthcare Quality Strategy for NHS Scotland. Edinburgh: Scottish Government

Walker, J. Payne, S., Jarrett, N, and Ley, T. (2012) Psychology for Nurses and the Caring Professions. 4th ed New York: McGraw Hill Education, Open University 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 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

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Mandy Maxwell
External Examiner	Nicole Pollock

Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Group presentation on the influences of personal development on maintaining a healthy lifestyle for professional practice. (100%)   This assessment must be passed at 40%. 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 in modules where there are multiple assessments and where the aggregate mark meets 40 percent. The NMC requires all elements to be passed at 40 percent. This is an exception to the UWS regulatory framework
(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 Grid

Assessment						
Assessment Type	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Presentation	✓	✓	✓	✓	100%	0

Note(s):
1. 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
Within the module, quality of care, inclusiveness and employability are achieved by: · Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.   · Promotion of confidence and knowledge of their rights as a student and employee.   · Promotion of respect and knowledge of client diversity, their needs, rights and associated

practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation. Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments. Further detail is available in the specific section of the Programme Specification. UWS Equality and Diversity Policy UWS Equality and Diversity Policy: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity/

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)