



Module Descriptor

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| Title | Nursing in Society | | |
| Session | 2024/25 | Status | |
| Code | NURS07041 | SCQF Level | 7 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | Health and Life Sciences | | |
| Module Co-ordinator | Chris Fulgencio | | |
| Summary of Module | | | |
| <p>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.</p> <p>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 healthy lifestyle in accordance with NMC requirements.</p> <p>Finally, students will learn to recognise how their personal safety can be maintained while responding appropriately in challenging situations.</p> <ul style="list-style-type: none">• 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. | | | |

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> |
| Campuses for Module Delivery | <input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries | <input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify) | |
| Terms for Module Delivery | Term 1 <input checked="" type="checkbox"/> | Term 2 <input type="checkbox"/> | Term 3 <input type="checkbox"/> | |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 <input type="checkbox"/> | Term 2 – Term 3 <input type="checkbox"/> | Term 3 – Term 1 <input type="checkbox"/> | |

| Learning Outcomes | |
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| 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. |
| L5 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF 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 7 Using a range of approaches to investigate the individual within society. |

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

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| | 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 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 7 Engaging with a range of technologies to enhance independent learning. |
| Autonomy, Accountability and Working with Others | Please select SCQF Level Developing team working skills when working with peers towards a defined goal. Developing self-confidence and self-awareness. Skills in assertiveness and negotiation. |

| Prerequisites | Module Code | Module Title |
|----------------------|--------------------|---------------------|
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| <p>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.</p> <p>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/</p> <p>In particular this module contributes towards development of the following attributes:</p> <p>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.</p> <p>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.</p> <p>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.</p> | |
| Learning Activities | Student Learning Hours |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 12 |

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| Tutorial / Synchronous Support Activity | 24 |
| Independent Study | 120 |
| Asynchronous Class Activity | 44 |
| Please select | N/A |
| Please select | N/A |
| TOTAL | 200 |

Indicative Resources

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)

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:

Full engagement with the course materials / activities on Aula; and attendance and participation in the weekly workshops/tutorials, is expected and will be monitored.

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](#).

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.

(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

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| Divisional Programme Board | Adult Nursing Community Health |
| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 | BSc Pre-registration Adult Nursing Programme |
| Moderator | Mandy Maxwell |
| External Examiner | Nicole Pollock |
| Accreditation Details | |

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| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 1 |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| 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 |
| Assessment 2 |
| N/A |
| 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 |
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 100 | 0 |

| Component 2 | | | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| Component 3 | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| N/A | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Combined total for all components | | | | | | 100% | hours |

Change Control

| What | When | Who |
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