Title of Module: Person-centredness

Code: NURS08038	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Eileen Harkess-Murphy		

Summary of Module

This exploratory module offers opportunities for students to discover a variety of aspects associated with person-centredness, and to demonstrate and promote a strengths-based approach, one which values individuality and autonomy. Throughout the module, students are encouraged to reflect on and critically analyse their own personal values and beliefs, and how these can influence their personal and professional roles.

The module offers an element of experiential learning to develop individuals' understanding of the challenges that people using services can face. In particular, students will explore hearing and visual impairments, memory impairments, mobility issues and manual dexterity difficulties. This experience provides empathic insight into the everyday challenges that people with a variety of health needs and disabilities may encounter in their day-to-day living.

Physical, cognitive, occupational and social development across the lifespan will also be studied in relation to an individual's engagement with and experience of services.

As a result, the module will support students to develop a number of characteristics which contribute to the UWS graduate Attributes of;

'UNIVERSAL' - Critical Thinker; Inquiring; Emotionally Intelligent; Ethically-Minded; Culturally Aware; Collaborative; Socially Responsible;

'WORK-READY'-Knowledgeable; Digitally-Literate; Effective Communicator; Motivated; Ambitious;

'SUCCESSFUL'-Autonomous; Creative; Imaginative; Resilient; Driven; Transformational

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

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:
✓						

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Explore how knowing the 'self' can influence a person-centred approach to care / services

L2. Effectively demonstrate how values and beliefs can impact upon the delivery of person-centred care / services

L3. Demonstrate a range of effective communication methods to promote the delivery of person-centred care / services

L4. Demonstrating an understanding of why a biopsychosocial approach is important in the provision of person-centred care / services

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 8. Exploring the key elements of communication in the delivery of person-centred services Exploring the human experiences of health, illness, suffering, disability, hope and healing and how these can affect individuals Knowledge of a biopsychosocial model and its relevance to person-centred care / services. Exploring the nature of values in the development of the awareness of self in providing person-centred care / services.	
Practice: Applied Knowledge and Understanding	SCQF Level 8. Developing skills of knowing the 'self' and person-centredness, through experiential exercises.	
Generic Cognitive skills	SCQF Level 8. Evaluating the strategies used to ensure the delivery of person-centred care / services.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Using a range of communication skills to display empathic understanding of person-centred care / services. Demonstrating the ability to use ICT to effectively present information to peers.	
Autonomy, Accountability and Working with others	SCQF Level 8. Exercises autonomy and initative in the delivery of person-centred care / services Developing self-knowledge and awareness of self in group settings. Demonstrating an understanding of the importance of effective interpersonal skills in assessment of peers.	
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
The module is delivered as blended learning. The majority of materials are provided online in the form of Pre-Recorded Lectures, and Asynchronous E:Learning Materials. Students can also expect to participate in live experiential learning opportunities, workshops, and tutorials. The e-learning consists of number different teaching strategies, from reading materials, video resources, discussion forums, online polls and nationally recognised online resources.

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)

Tutorial/Synchronous Support Activity	2
Laboratory/Practical Demonstration/Workshop	16
Asynchronous Class Activity	21
Personal Development Plan	72
Independent Study	89
	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:

There are no core reading materials for this module. The following reading list is recommended to support the content of this module and its learning outcomes.

Barnard, A. (2011) Key Themes in Health and Social Care. (Eds). London: Routledge.

Berk, L. E. (2010) Development Through the Lifespan. 5th ed. Boston: Pearson

Jackson, G.A. and Tolson, D. eds., (2019) Textbook of Dementia Care: An Integrated Approach. Routledge.

Kitwood, T., (2011). Dementia reconsidered: the person comes first. Adult lives: A life course perspective, 89.

Koubel, G. and Bungay, H. (2009) The Challenge of Person-Centred Care. An Interprofessional Perspective. (Eds) Basingstoke: Palgrave McMillan

NHS Education for Scotland (2011) Promoting Excellence: Dementia Informed practice Level. [Online] Edinburgh: NHS Education Scotland.

NHS Education for Scotland (2009) Spiritual Care Matters. [Online] Edinburgh: NHS Education Scotland.

Rungapadiachy, D. M. (2008) Self Awareness in Health Care. Basingstoke: Palgrave McMillan

Social Care Institute for Excellence (2009) eLearning: The Open Dementia Programme. [Online] London: SCIE

(**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

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No

Subject Panel	MHN&IP L7-8
Moderator	Raymond Duffy
External Examiner	E Mistry-Jackson
Accreditation Details	
Changes/Version Number	2.10 We have updated the equality and diversity section, and also modified the learning and teaching hours to be representative of what happens. the module coordinator has also changed to Eileen Harkess-Murphy.

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment Component 1 - Poster presentation (40% of overall module mark)
Assessment Component 2 - Essay (2100 words) (60% of overall module mark)
(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/ Poster presentations/ Exhibitions				✓	40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓		60	0
Combined Total For All Components					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

Equality and diversity is at the heart of the module – recognising that this is key to the student experience within the module.
Through the hybrid approach taken the module is inclusive and supports the belief of fairness and equal opportunities across the teaching and learning, assessment, and evaluation processes within the module. This is further supported by any anticipatory adjustments and additional flexibility that is required to ensure accessibility of the module.

All students are encouraged to disclose disability and any specific individual needs is given consideration by the module team.

To ensure the module is responsive to the demand for equality and diversity UWS Equality and Diversity Policy is a key driver in the ethos of teaching and learning processes within the module

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)