

University of the West of Scotland

Module Descriptor

Session:

Title of Module: ODP Care of Vulnerable Person			
Code: NURS08054	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Kelly Porteous		
Summary of Module			
<p>Through involvement in module activities and assessments, students will develop interpersonal skills and enhance their ability to provide values based person-centred care. This module is supported by a strong foundation of Public Policy relating to Health and Social Care across the lifespan, including European Union Health Strategy (2008-13), the Equally Well Review (Scottish Government 2010), Protecting Vulnerable Groups (Scottish Government 2011) and Standards of Care for Dementia in Scotland (2011). The value of professional, legal and ethical principles and frameworks in protection of vulnerable people is highlighted throughout.</p> <p>Caring for a range of age groups and illnesses e.g. those experiencing Dementia, learning disabilities, various vulnerabilities and children. This module will also focus on the engagement with research in evidence-based practice and principles of quality improvement.</p> <p>Graduate attributes developed in this module include skills in social responsibility, ethical mindfulness and resilience, as you come to understand the health challenges across the age span.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate an understanding of the factors which influence human development across the lifespan.
L2	Demonstrate an understanding of the appropriate care for people who are vulnerable utilising a holistic approach.
L3	Critically discuss the concepts of rights, dignity and compassion within health and social care.
L4	Demonstrate an understanding of the value of interpersonal skills, self awareness and awareness of others.
L5	Demonstrate an understanding of factors influencing the development of vulnerability utilising knowledge from life science.

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)	<p>SCQF Level 8</p> <p>Demonstrating a critical understanding of the influencing factors which lead to the development of vulnerability and in particular to profile a range of conditions such as dementia, stroke, substance misuse, obesity and cancer.</p> <p>Demonstrate a knowledge of the needs of vulnerable people utilising a holistic approach.</p> <p>Demonstrate an understanding of the professional, ethical and legal considerations in the context of vulnerability - to include further development in understanding of pertinent field</p>

	<p>legislation (e.g Mental Health (Care and Treatment)(Scotland) Act 2003, Adults with Incapacity Act 2000.</p> <p>Demonstrate a knowledge of the concepts of rights, dignity and compassionate care.</p> <p>Demonstrate a knowledge and understanding of relevant literature including Public Policy and research in relation to vulnerability.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Using a range of skills, techniques and practices suitable for dealing effectively with a range of people who are vulnerable.</p> <p>Applying a range of specific skills which enable effective engagement and demonstration of the practical application of theoretical concepts.</p> <p>Using reflective skills to develop a deeper understanding of self awareness and awareness of others.</p>
Generic Cognitive skills	<p>SCQF Level 8</p> <p>Undertaking critical evaluation of ideas, concepts, information and issues relating to vulnerability.</p> <p>Applying critical discussion of the literature in relation to professional, ethical and legal issues and recognise the implications for practice.</p> <p>Critically discussing the concepts of dignity, compassion, risk, resilience and holistic care across the lifespan.</p> <p>Evaluating evidence-based approaches within Health and Social Care.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Demonstrating a range of communication skills to convey complex information to a variety of audiences.</p> <p>Using a range of ICT methods to obtain data.</p> <p>Using and evaluating numerical and graphical data.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Exercising autonomy and initiative and accountability in relation to team working.</p> <p>Taking responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.</p>

	<p>Demonstrating knowledge of a wide range of professional, ethical and legal considerations which inform caring for people who are vulnerable.</p> <p>Demonstrating knowledge and work in accordance with professional conduct requirements and professional guidance.</p> <p>Working collaboratively with a range of people.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	36
Independent Study	240
Personal Development Plan	24
	Hours Total: 300

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Arakelian, E., Swenne, C.L., Lindberg, S., Rudolfsson, G. and Vogelsang, A.C. (2017) 'The meaning of person-centred care in the perioperative nursing context from the patient's perspective - an integrative review', *Journal of Clinical Nursing*, 26(17-18), pp. 2527-2544. <https://doi.org/10.1111/jocn.13639> (Accessed; 5 February 2024).

Cardoso-Moreno, M. J. and Tomás-Aragones, L. (2017) 'The influence of perceived family support on post surgery recovery', *Psychology, Health & Medicine*, 22(1), pp. 121-128, <https://doi.org/10.1080/13548506.2016.1153680> (Accessed: 5 February 2024).

Drayer, N.J., Wallace, C.S., Yu, H.H., Mansfield, T.D., Cummings, D.L., Hood, D.K., Arrington, E.D. and Kang, D.G. (2020) 'High resiliency linked to short-term patient reported outcomes and return to duty following arthroscopic knee surgery', *Military Medicine*, 185(1-2), pp. 112–116, <https://doi.org/10.1093/milmed/usz180> (Accessed: 5 February 2024).

Glasper, A., McEwing G, and Richardson, J. (eds) (2009) *Foundation Studies for Caring*. England: Palgrave Macmillan.

Lally, M. and Valentine-French. S. (2017) *Lifespan Development: A Psychological Perspective*. California: Creative Commons. Available at: <http://dept.clillinois.edu/psy/LifespanDevelopment.pdf> (Accessed: 10 November 2023).

Li, Y., Wang, K., Yin, Y., Li, Y. and Li, S. (2019) 'Relationships between family resilience, breast cancer survivors' individual resilience and care giver burden. A cross sectional study', *International Journal of Nursing Studies*. 88, pp. 79-84. <https://doi.org/10.1016/j.ijnurstu.2018.08.011> (Accessed: 5 February 2024).

NHS Education for Scotland (2011) *The Ten Essential Shared Capabilities for Mental Health Practice Learning Materials*. Available at: https://www.elament.org.uk/media/1207/10_essential_shared_capabilities_2011_version.pdf (Accessed: 5 February 2024).

NHS Education for Scotland (2009) *Spiritual Care Matters: An Introductory Resource for All NHS Scotland Staff*. Available at: <https://www.nes.scot.nhs.uk/media/23nphas3/spiritualcaremattersfinal.pdf> (Accessed: 5 February 2024).

Orenstein, G.A. and Lewis, L. (2020) *Eriksons stages of psychosocial development*. Treasure Island: StatPearls. Available at: <https://www.ncbi.nlm.nih.gov/books/NBK556096/> (Accessed: 10 November 2023).

Scottish Government (2010) *Equally Well Review*. Available at: <https://dera.ioe.ac.uk/id/eprint/1243/2/0100454.pdf> (Accessed: 5 February 2024).

Scottish Government (2010) *New Dementia Strategy for Scotland: Everyones Story*. Available at: <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2023/05/new-dementia-strategy-scotland-everyones-story/documents/dementia-scotland-everyones-story/govscot%3Adocument/dementia-scotland-everyones-story.pdf> (Accessed: 5 February 2024).

Sigelman, C. and Rider, E. (2012) *Life-Span Human Development*. 7th edn. London: Thomson Wadsworth.

White, K. (2009) *An Introduction to the Sociology of Health and Illness*. 2nd edn. London: Sage.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they regularly engaged with with timetabled teaching sessions, course - related learning resources including those from Aula/Moodle and also the completion of and submission of assessments in a timely manner. Please refer to to the Academic Engagement and Attendance Procedure using the following link <https://www.uws.ac.uk/about-uws/policies-procedures-guidance> For the purpose of this module, academic engagement equates to the following: Engaging with the Virtual Learning Environment (Aula) by week 3 of the term Engagement with the assessment between weeks 7 and 12 of the term. Attendance - where appropriate at synchronous tutorials

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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, Health and Community
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Nursing & ODP Programmes
Moderator	Martin Murray
External Examiner	R.Evans
Accreditation Details	HCPC
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Formative Assessment

There will be a number of activities throughout the module which will provide you opportunities to assist you with preparing for your final Summative Assessment.

Summative Assessment – Essay

Students will be required to submit a 3,000 word essay discussing vulnerability, risk, resilience, Erikson’s theory and principles of holistic care in relation to their chosen scenario patient. 100% weighting.

Students are required to achieve a minimum of 40% in order to pass this module.

(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.)

Assessment Outcome Grids (See Guidance Note)

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
Essay	✓	✓	✓	✓	✓	100%	0

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)