



Module Descriptor

Title	Resilience in Healthcare		
Session	2024/25	Status	Published
Code	NURS08059	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Denise Atkinson		

Summary of Module

The purpose of this module is to enhance the students' knowledge, skills and capabilities in promoting resilience and utilising protective factors to support safe, values based, person centred care across the lifespan. Professional, legal and ethical principles and frameworks in the protection of vulnerable people is threaded throughout. The student will explore resilience from an individual, community and health and social care perspective.

The module consists of a 6-week theoretical component and a 7-week practice learning experience. Some of the principles underpinning the module include safety, loss, empowerment, self-management, risk, relationships, emotional and cultural competence. These principles will form the basis for the students to advance their capabilities in supporting safe, values based, person centred care through strengths and asset-based approaches and interventions.

- The principles underpinning the module will form the basis for the students to advance their capabilities in supporting safe, values-based care through strengths and asset-based approaches and interventions. Programme threads of Law and Safeguarding, Digital Health Technology, Trauma, PEOLC and Compassion inform the module content
- Students will practice a range of skills within this module such as communication and sensory processing as well as technology. Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice, (BiNE, LO9 & 10)
- Skills will be developed through simulation and practice. A detailed mapping tool provides information for nursing students on the NMC annexes to be covered in this module. Preload will include group facilitation, mental health, health determinants, engagement principles. Theory underpinning resilience, risk, vulnerability and relationships across the lifespan. Contemporary research underpinning current practice including adverse childhood experiences. Policies, guidance and legislation which relate to individual, community and environmental resilience.
- Personal resilience and enhancing personal protective factors. Examples of areas which can be explored can include: relationships and attachment, self-compassion, taking

risks, problem solving and cultural and emotional competence Individual resilience and vulnerability in health and social care: hope, purpose, security, attachment and loss

- Community resilience and vulnerability in health and social wellbeing. Examples of areas which can be explored: assets, systems and inclusion
- Risk in healthcare and social care. Examples of areas which can be explored include: self-management and managing risk, informed decision making, empowerment and enablement, concordance and independent living
- Enhancing protective factors and recovery. Examples of areas that can be explored include: education, health Literacy, technology, therapeutic interventions, community and personal assets, spirituality, environmental adaptation

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 type="checkbox"/>	Term 2 <input checked="" 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

- | | |
|-----------|---|
| L1 | <p>On successful completion of this module the student will be able to:</p> <p>L1. Discuss the concept of resilience in health and social care. • Community resilience and vulnerability in health and social wellbeing. Examples of areas which can be explored: assets, systems and inclusion</p> |
|-----------|---|

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

	<ul style="list-style-type: none"> • Risk in healthcare and social care. Examples of areas which can be explored include: self-management and managing risk, informed decision making, empowerment and enablement, concordance and independent living • Enhancing protective factors and recovery. Examples of areas that can be explored include: education, health Literacy, technology, therapeutic interventions, community and personal assets, spirituality, environmental adaptation
L2	L2. Assess opportunities to enhance and enable resilience in individuals, communities and health and social care environments.
L3	L3. Discuss interventions that can enable individual resilience, independence and support health and wellbeing.
L4	L4. Reflect on the potential impact of a resilient healthcare and social care workforce in supporting safe, compassionate, person-centred care.
L5	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:
Knowledge and Understanding (K and U)	<p>SCQF 8</p> <p>Critical understanding of the influencing factors which leads to the development of risk and resilience, in particular the assessment of risk in a range of populations across the lifespan and within a variety of social and cultural groups.</p> <p>Risk assessment tools.</p> <p>Public policy and research relating to vulnerability</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 8</p> <p>Use a range of skills techniques and practices suitable for working collaboratively with a range of people who are vulnerable.</p> <p>Reflect on the potential impact of a resilient healthcare and social care workforce in supporting safe, compassionate, person-centred care</p>
Generic Cognitive skills	<p>SCQF 8</p> <p>Discuss research methodologies in relation to practice improvement.</p> <p>Apply discussion of the literature in relation to professional ethical and legal issues recognising the implications for practice.</p> <p>Discuss concepts of dignity, compassion, risk resilience, and holistic care across the lifespan.</p>
Communication, ICT and Numeracy Skills	SCQF 8

	<p>Demonstrate a range of strengths-based approaches to assess people's needs and enable resilience in individuals' communities and health and social care environments.</p> <p>Use a range of digital technology and numeracy skills to interpret and manipulate data</p>
Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Use reflective skills to develop a deeper understanding of self-awareness and awareness of others.</p> <p>Take responsibility for self-reflection and respond positively to feedback to develop professional knowledge and skills.</p>

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

Learning and Teaching	
<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 module consists of a 6 week theoretical component and an 8-week placement component. The theoretical component will be taught through a range of tutorial, classroom and online approaches. 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/ Specifically it will assist on enhancing critical thinking, effective communication and emotional and cultural intelligence. Module hours exceed the norm because of the practice learning element.</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
Tutorial / Synchronous Support Activity	6
Laboratory / Practical Demonstration / Workshop	36
Practice-based Learning	320
Asynchronous Class Activity	18
Independent Study	68
TOTAL	460

Indicative Resources

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

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Couper, S. and Mackie, P. (2016) 'Polishing the Diamonds': addressing Adverse Childhood Experiences in Scotland. Scottish Public Health Network (ScotPHN), Glasgow

Gibson G and Gibson N (2016) Human Growth Behaviour and Development Sage, London

Heaslip V. and Ryden J. (2013) Understanding Vulnerability: A Nursing and Healthcare Approach Wiley-Blackwell, UK

Neenan, M (2018) Developing Resilience A Cognitive-Behavioural Approach (2nd Ed) Routledge, Oxon, UK

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022].

Sigelman, C.K., and Rider, E.A. (2014) Life-Span Human Development, 8th Ed. [Online] Available: Dawsonera. [Accessed 2 October 2019].

World Health Organisation (2017) Strengthening resilience: a priority shared by Health 2020 and the Sustainable Development Goals
http://www.euro.who.int/__data/assets/pdf_file/0005/351284/resilience-report-20171004-h1635.pdf [Accessed 7 November 2019]

(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:

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)

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](#).

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Emphasis is placed on the confidentiality of this 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 periods of placement, where a student has disclosed specific requirements.

This module has a practice placement element and takes account of the Nursing and Midwifery Councils policy on reasonable adjustments, in particular section 23:

“There are some things the [Equality] Act does not require us to make adjustments for. The Act 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.” (NMC, 2019).

The policy is available at:

<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf>

(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 Community Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input 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	Pre -registration Adult Nursing
Moderator	Kevin lang
External Examiner	G.Cox
Accreditation Details	NMC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No

Changes / Version Number	1
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Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
<p>This module has two components, one theoretical and one placement component. The theoretical component has 4 "patches" (750 words per patch) each in relation to aspects of resilience, within health and social care environments. The patches have been designed to meet the learning outcome of the module and related to clinical practice experience.</p> <p>Satisfactory completion of both elements is required.</p> <p>.</p>
Assessment 2
<p>Learning Outcome5 is assessed by successful completion of a practice placement as evidenced by Practice Assessment Documentation including achievement of proficiencies 3.4 and 4.5. This component is assessed as pass/fail</p>
Assessment 3
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	140

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessmenttt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	320

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<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