

Session: 2022/23

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Title of Module: Resilience in Healthcare			
Code: NURS08059	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:	Veronica McIlroy		
Summary of Module			
<p>Resilience is defined as: "... processes and skills that result in good individual and community health outcomes, in spite of negative events, serious threats and hazards" (WHO 2017, p.3). WHO go on to emphasise that resilience cannot just focus on the individual but must also take into account the environment and cultural context.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none">• 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					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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		

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Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Discuss the concept of resilience in health and social care.

L2. Assess opportunities to enhance and enable resilience in individuals, communities and health and social care environments.
 L3. Discuss interventions that can enable individual resilience, independence and support health and wellbeing.
 L4. Reflect on the potential impact of a resilient healthcare and social care workforce in supporting safe, compassionate, person-centred care.
 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 Level 8. 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 Level 8. 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 Level 8. 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	<p>SCQF Level 8. 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 Level 8. 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>		
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:		
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:
Module Code:	Module Title:		

	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
<p>The module consists of a 6-week theoretical component and a 7-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
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	6
Laboratory/Practical Demonstration/Workshop	36
Practice Based Learning	280
Asynchronous Class Activity	18
Independent Study	68
	420 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Couper, S. and Mackie, P. (2016) 'Polishing the Diamonds': addressing Adverse Childhood Experiences in Scotland. Scottish Public Health Network (ScotPHN), Glasgow</p> <p>Gibson G and Gibson N (2016) Human Growth Behaviour and Development Sage, London</p> <p>Heaslip V. and Ryden J. (2013) Understanding Vulnerability: A Nursing and Healthcare Approach Wiley-Blackwell, UK</p> <p>Neenan, M (2018) Developing Resilience A Cognitive-Behavioural Approach (2nd Ed)Routledge, Oxon, UK</p> <p>Pears, R. (2019) Cite them right: the essential referencing guide. Available: https://www.vlebooks.com/Product/Index/2025007?page=0 [Accessed: 10 March 2022].</p> <p>Sigelman, C.K., and Rider, E.A. (2014) Life-Span Human Development, 8th Ed. [Online]</p>	

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)

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](#)
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

100% attendance in clinical Practice is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

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Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	BSc Pre-registration Adult Nursing Programme
Moderator	Tamsin McBride
External Examiner	G Cox
Accreditation Details	NMC
Version Number	1.06

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Assessment: (also refer to Assessment Outcomes Grids below)

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.

Satisfactory completion of both elements is required.
Each component of assessment must be passed to achieve an overall pass for this module. 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 between theory and practice assessments.

(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)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓		100	140
Component 2							
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
Performance/ Studio work/ Placement/ WBL/ WRL assessment					✓	0	280
Combined Total For All Components						100%	420 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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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

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) (<https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf>). In particular section 23:

"The (Equality) Act 2010 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".

[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)