**Module Descriptor**

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| **Title** | Resilience in Healthcare | | |
| **Session** | 2026/27 | **Status** | Suspended |
| **Code** | NURS08059 | **SCQF Level** | 8 |
| **Credit Points** | 30 | **ECTS (European Credit Transfer Scheme)** | 15 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Connstance Farrell | | |

**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

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| 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<br><br>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-Campus[1]** ☒ | **Hybrid[2]** ☐ | **Online[3]** ☐ | **Work -Based Learning[4]** ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☒ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☒ | Term 3 | ☐ |
|---|---|---|---|---|---|---|
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Discuss the concept of resilience in health and social care.<br><br>Community resilience and vulnerability in health and social wellbeing. Examples of areas which can be explored: assets, systems and inclusion<br><br>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<br><br>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** | 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. |

[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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| **L5** | Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline. |

| **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 8**<br>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.<br>Risk assessment tools.<br>Public policy and research relating to vulnerability |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Use a range of skills techniques and practices suitable for working collaboratively with a range of people who are vulnerable.<br>Reflect on the potential impact of a resilient healthcare and social care workforce in supporting safe, compassionate, person-centred care |
| **Generic Cognitive skills** | **SCQF 8**<br>Discuss research methodologies in relation to practice improvement.<br>Apply discussion of the literature in relation to professional ethical and legal issues recognising the implications for practice.<br>Discuss concepts of dignity, compassion, risk resilience, and holistic care across the lifespan. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Demonstrate a range of strengths-based approaches to assess people's needs and enable resilience in individuals' communities and health and social care environments.<br>Use a range of digital technology and numeracy skills to interpret and manipulate data |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Use reflective skills to develop a deeper understanding of self-awareness and awareness of others.<br>Take responsibility for self-reflection and respond positively to feedback to develop professional knowledge and skills. |

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

| **Learning and Teaching** |
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| 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.<br>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.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| 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:**


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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous**

**online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements.

**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.**

This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. 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 appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.

**(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** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | R Armstrong |

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| **Accreditation Details** | NMC |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| 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.<br>Satisfactory completion of both elements is required. |
| **Assessment 2** |
| 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 |
| **Assessment 3** |
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| (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.<br>(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** |
| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 100 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Performance/ Studio work/ Placement/ WBL/ WRL assessmentt | ☐ | ☐ | ☐ | ☐ | ☒ | 0 | 0 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

| What | When | Who |
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