

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Fundamentals of Care	<b>Level:</b>	4	<b>Credit Value:</b>	40
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<b>Module code:</b>	NUR412	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	NUR 404 NUR 405
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<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Chris O'Grady
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	See Programme Specification hrs
<b>Module duration (total hours)</b>	400 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes ✓ No

**Module Aims**

This module aims to provide a basic introduction to nursing and to enable the development of essential nursing care skills, required for initial clinical practice.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skill
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Recognise the need to value and respect individual differences and maintain the dignity of clients/service users. ( <b>NMC</b> PV 6, C&IS 3)	KS9	
2	Outline essential nursing skills used to provide safe care, including the importance of promoting self-care. ( <b>NMC</b> PV 2, 4, NPDM 3,4,6,7,9 A3.1 A4.1 LMTW 6)	KS4	
		KS10	
3	Demonstrate an understanding of holistic care and how it influences the health and wellbeing of the client/service user. ( <b>NMC</b> PV 3, 5, C&IS 6, 8, NPDM 1, 2, 3, 4, 5, 6, 7, 9 A1.1, A3.1)	KS3	
4	Recognise the need to use a variety of communication strategies and formats in a range of caring situations. ( <b>NMC</b> PV 7, 9, C&IS 1, 2, 4, 5, 7 A3.1)	KS1	
5	Demonstrate an awareness of professional standards, guidelines and policies to provide safe care. ( <b>NMC</b> PV 3, 4, C&IS 8, NPDM 4i, 4ii, 6, 9, LMTW 6)	KS9	

Transferable/key skills and other attributes

Assessment  
Observation skills  
Communication  
Reflection  
Information Technology

**Derogations**

- Two attempts will be allowed at this module with a possible third attempt if this has not been used on another module in this academic year.
- There are no compensatory passes, and all elements have to be passed.
- A second attempt if needed, will be allowed within the academic year.
- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

**Assessment:**

Students will be required to submit a written assignment relating to person centred/ holistic care of a patient nursed in practice. This will entail focusing on two nursing care skills that were performed with/to the patient demonstrating the provision of safe and dignified care (one must include an aspect of communication). Reference must be made to the relevant standards/guidelines and policies that were utilised.

Clinical Practice Outcomes in the '*Ongoing record of Achievement of practice competence*' are formatively assessed throughout the academic year, and summatively assessed in the Personal and Professional Development module at the end of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4 & 5	Essay	100%		4000

**Learning and Teaching Strategies:**

A variety of teaching methods will be utilised including:  
Lectures, discussion, debate, case studies, group work, reflection, informal electronic communication, presentations and simulation. Directed and self-directed study with the use of the library and online (Moodle) services.

**Syllabus outline:**

**The content will include the following:**

**Communication**

Introduction to The Code (including professionalism)/ Introduction to Communication and interpersonal skills / Communication in a multi-lingual context / Barriers and impairments to effective communication/ Oral and written communication to include documentation and record keeping skills as a communication tool/ *Fundamentals of care/ Essence of Care (Communication, Information and Relationships)*. Introduction to Health informatics / SBAR.

**Professional Approach to Providing Person Centred Care**

Equality and diversity / Introduction to Dignity, compassion and respect / Non judgmental approach / Decision-making / Professional Codes of Conduct (caring and communication context/ towards team working).

Person centred care (including introduction to biopsychosocial aspects of health)/ patient assessment and care delivery / an introduction to planning and prioritising care / Key aspects of Health promotion relating to lifestyle to meet the needs of clients/service users. Introduction to Safemedicate.

**Meeting Individual Needs**

Meeting human needs / Meeting basic nutritional and eliminatory needs (including food hygiene) / Principles of infection control / Hand Hygiene / Skin integrity and skin assessment / Basic life support and essential first aid / Manual handling / Personal safety / De-escalation/ Involvement of clients/service users/carers and others / Clinical documentation in relation to clinical observations / *Fundamentals of care (Caring, Compassion, Dignity, Respect, Rest and Sleep, Personal Hygiene, appearance and foot care, Eating and Drinking, Oral health and Hygiene, Toilet Needs, Preventing pressure sores)*.

**The above syllabus takes account of the following:**

**EU Directive**

Nature and Ethics of the profession/ General principles of health and nursing/ Nursing principles of child care and paediatrics/ Nursing Principles of maternity Care/ Nursing principles of care of the old &geriatrics/ Anatomy &physiology/ Hygiene - Preventative medicine/ Social sciences-sociology/ Social sciences-psychology/ Social and health legislation/ Legal aspects of nursing

**NMC Standards**

**5.6.1** Theories of nursing practice/ Professional codes, ethics, law and humanities/ Social, health and behavioural sciences/ Principles of national and international health policy, including public health/ Best practice/Essential first aid and incident management.

**5.6.2** Equality, diversity, inclusiveness and rights/ Maintaining a safe environment/ Eating, drinking, nutrition and hydration/ Comfort and sleep/ Moving and positioning/ Continence promotion and bowel and bladder care/ Skin health and wound management/ Infection prevention and control/ Clinical observation, assessment, critical thinking and decision making/ Symptom management, such as anxiety, anger, thirst, pain and breathlessness/ decision making/ Risk management/ Medicines management.

**QAA Standards**

A1, A2, A4, B1, B3, B4, C1, C2

**1000 Lives +**

Systems thinking and improvement models

**Bibliography:**

**Essential reading**

Bach, S. & Grant, A. (2015), *Communication and Interpersonal Skills in Nursing*. (3<sup>rd</sup> ed.) London: Sage.

Boyd, C. (2013), *Student survival skills: clinical skills for nurses*. Oxford: Wiley Blackwell.

Brooker, C. & Waugh, A. (2013), *Foundations of Nursing Practice: Fundamentals of Holistic Care*. (2<sup>nd</sup> ed.). London: Mosby Elsevier.

Department of Health (2010) *Essence of Care*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216691/dh\\_119978.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216691/dh_119978.pdf)

Nursing and Midwifery Council (2015), *The Code professional standards of practice and behaviour for nurses and midwives*.

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Welsh Assembly Government (2003), *Fundamentals of Care*. Cardiff: Welsh Assembly Government. <http://www.wales.nhs.uk/documents/booklet-e.pdf>

**Other indicative reading**

Evans, D., Coutsafiki, D. & Fathers, P. (2017), *Health promotion and public health for nursing students*. (3<sup>rd</sup> ed.) London: Sage.

Dougherty, L. & Lister, S. (2015), *The Royal Marsden Manual of Clinical Nursing Procedures*. Oxford: Wiley Blackwell

McCormack, B. & McCance, T. (2017), *Person Centred Practice in Nursing & Health Care: Theory & Practice*. (2<sup>nd</sup> ed.). Oxford Wiley Blackwell.

NHS Wales 1000 Lives Plus (2011), *Improving Clinical Communication Using SBAR*.

<http://www.wales.nhs.uk/sites3/Documents/781/T4I%20%283%29%20SBAR.pdf>