Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Personal and Professional Development in a Legal & Ethical Context	**Level**:	5	**Credit Value**:	40

Module code:	NUR502	**Is this a new module?**	Yes	**Code of module being replaced**:	

Cost Centre:	GANG	JACS3 **code**:	

Trimester(s) in which to be offered:	2 & 3	**With effect from:**	September 17

School:	Social & Life Sciences	**Module Leader:**	Carol Griffiths

Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	✓	☐

Pre-requisites
None

Module Aims
This module will assist students in developing their personal and professional skills, competencies and attitudes as increasingly autonomous practitioners, in a legal and ethical context.

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 skills
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	Demonstrate a clear understanding of legal issues and ethical theories related to patient care and their importance in the personal and professional development of the student practitioner. (NMC PV 1,7, 9, C& IS 8, NPDM 1,3, 6, 9 LMTM 4, 5, A1.1)	KS3	
2	Evaluate the importance of working across professional and agency boundaries, to provide seamless transition of care. (**NMC** PV 1, 8, NPDM 4, C&IS 4, LMTW 4,6,7)	KS2	
3	Apply the concepts of professional responsibility and accountability to clinical practice. (NMC PV 1, 8.1, A1.1)	KS2	
		KS9	
4	Identify the dynamics of power relationships within the care setting and their implications for healthcare staff and patients. (NMC PV 1, NPDM 9, A1.1)	KS2	
		KS3	
		KS9	

Transferable/key skills and other attributes
Strategic thinking Action orientation Information technology

Problem solving
Numeracy
Interpersonal skills
Time management
Communication skills
Team working
Application of theory-practice links

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.
- The Safe Medicate examination has a pass mark of 90% (all attempts) and may be attempted three times. A refer in the examination or portfolio does not cap the other assessment results in this module.
- 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:

Assessment One

Students will present a written case study highlighting the ethical and legal issues arising from the care of a patient they have nursed in practice. The case study must include multi-disciplinary team working and where applicable cross agency working (for example working with Social Services). The work must make reference to relevant law and ethical theory.

Assessment Two

The student will sit an on-line examination that will demonstrate the student's ability to carry out drug calculations that will be recorded as a pass/fail (pass mark set at 90%). The examination must be completed within two hours under exam conditions (most students complete in one hour).

Assessment Three

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	All	Case Study	100		3000
2	1	Examination	Pass/Fail	Maximum 2 hours	
3	All	Portfolio	Pass/Fail		

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including online activities through the VLE, in addition to workshops and interactive lectures. This will provide core knowledge and directed and self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual/collective learning needs.

Syllabus outline:

The content will include the following:

Personal and Professional Development in a Legal & Ethical Context
Professions, power and authority / Empowerment and professional relationships / Moral Theories / Medical Law / Record Keeping / Ethical dilemmas and conscientious objection / Truth telling and professional judgement / Equality and Privilege / Professional responsibility and accountability (including delegation) / Mental Capacity.

Accountability and Responsibility

Developing professional values and identity / Codes and legal frameworks / Personal and Professional development / Portfolio development / Basic medicines calculations / Safe Medicate / Medicine administration and management in the context of the developing autonomous practitioner / Developing Critical Analysis Skills / Moving and Handling update.

Working Across Professional Boundaries
Interpersonal skills / Clinical incident reporting / Raising and escalating concerns / Whistle blowing / Professional boundaries / Team working / Developing autonomous practice / Prioritising care / Person –centred care.

The above syllabus takes account of the following:

EU Directive 2005/36/EC
Nature and Ethics of the profession/ Theoretical Instruction/Legal Aspects of Nursing
 General principles of health and nursing

NMC Standards

5.6.1 Research methods and use of evidence/ Professional codes, ethics, law and humanities/ Best practice/ Professional codes, ethics, laws and humanities/ Best practice/ Principles of national and international health policy including public health/ Health care technology (specific to data protection)

5.6.2 Autonomy, independence and self-care/ Clinical observation, assessment, critical thinking and decision making/ Supervising, leading, managing and promoting best practice (independence and autonomy)/ Communication, compassion and dignity **/** Equality, diversity, inclusiveness and rights **/** Autonomy, independence and self-care **/** Risk management (in relation to law).

QAA Standards

A1, A2, A3, A4, B3, B4, C1, C2

1000 Lives +

Human Factors/ Leading the way to quality improvement

Bibliography:

Essential reading

Avery, G. (2016), *Law and Ethics in Nursing and Healthcare: An Introduction.* (2nd ed.) London: Sage.

Beauchamp, T. L. & Childress, J. F. (2012), *Principles of Biomedical Ethics.* (7th ed.) Oxford: Oxford University Press.

Griffith, R. & Tengnah, C. (2017), *Law and Professional Issues in Nursing.* (4th ed.) London: Sage.

Starkings S. (2015), *Passing Calculation Tests for Nursing Students.* (3rd ed.) Exeter: London: Sage.

Other indicative reading

Buka, P. (2014), Patients' rights, law and ethics for nurses. (2nd ed.) London: CRC Press.

Dimond, B. (2015), *Legal Aspects of Nursing.* (7th ed.) Harlow: Pearson Longman.

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

Rolfe, G., Jasper, M. and Freshwater, D. (2011), *Critical reflection in practice. Generating knowledge of care.* 2nd edn. Basingstoke: Palgrave MacMillan.

Seedhouse, D. (2009), *Ethics- the heart of healthcare.* (3rd ed.) Chichester: Wiley.

Standing, M. (2017), *Clinical Judgement and Decision Making for Nursing Students.* (3rd ed.) Exeter: Learning Matters Ltd.

https://www.safemedicate.com