

MODULE SPECIFICATION

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking [here](#).

Module Code:	NUR418
---------------------	--------

Module Title:	Managing Vulnerability in Society
----------------------	-----------------------------------

Level:	4	Credit Value:	40
---------------	---	----------------------	----

Cost Centre(s):	GANG	JACS3 code:	B740	HECoS code:	100279
------------------------	------	--------------------	------	--------------------	--------

Faculty	Social and Life Sciences	Module Leader:	Diana Hughes-Morris
----------------	--------------------------	-----------------------	---------------------

Scheduled learning and teaching hours	84 hrs
Placement	See Programme Specification
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	03/03/2020	Version no: 1
With effect from:	26/05/2020	
Date and details of revision:		Version no:

Module Aims

This module aims to introduce concepts from sociology and psychology that helps to explain the notion of vulnerability in society. It will consider how health care professionals identify and address needs of the vulnerable within a person-centred framework of care. It also aims to develop an understanding of importance of collaborative and inter-professional practice.

Module Learning Outcomes - at the end of this module, students will be able to

1	Develop an understanding at introductory level of psychological and sociological concepts in the Health Care environment. (NMC P7 7.2, 7.13)
2	Identify groups in society who are particularly vulnerable and examine the circumstances, which create vulnerability. (NMC P2 2.2, 2.3, 2.4, P3 3.9, 3.10)
3	Identify relevant and significant legislation, policies and guidelines in relation to the protection of vulnerable people. (NMC P1 1.2, 1.4, 1.14, 1.16, P3 3.6, 3.7, 3.8, 3.9, P6 6.2, 6.3, P7 7.9)
4	Demonstrate the skills and abilities of clinical teams to meet the needs of people who are considered emotionally or physically vulnerable. (NMC P1 1.3, 1.4, 1.11,1.14, 1.20,P2 2.1, 2.4, 2.7,2.9, P 3 3.5, 3.6, 3.8, 3.9, 3.10, 3.16, P4 4.2, 4.4, 4.7, 4.11, 4.12, P6 6.5, P7 7.1, 7.6, 7.9, 7.11)
5	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines. (NMC P4 4.14)

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	
Curiosity	
Resilient	
Confidence	I
Adaptability	
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	I
Leadership and team working	I
Critical thinking	
Emotional intelligence	IA

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Communication	IA

Derogations

- The Safe Medicate examination examinations in BN (Hons) programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6. Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module.
- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- 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'.
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

Assessment:

Indicative Assessment Tasks:

Assessment:*Assessment One*

The student will be expected to present a case study relating to a client/service user encountered in clinical practice. The student will be required to research the literature pertaining to their chosen case study, and produce a rationale/ reference list that will underpin the discussion of how biopsychosocial factors can make the client/service user vulnerable, and what health care interventions are needed to meet their needs, including team involvement. The presentation will be delivered through electronic media, i.e. PowerPoint. Presentation duration: 10 minutes.

Assessment Two

The student will be required produce a written rationale demonstrating the psychological and sociological concepts linked to the chosen patient/service user relating to the circumstances of their vulnerability. Word count: 1000 words with references.

Assessment Three

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 80%). The maximum time to complete the examination is two hours (most students complete this in one hour).

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3 & 4	Presentation	50%
2	1 & 2	Coursework	50%
3	5	Examination	Pass/Fail

Learning and Teaching Strategies:

The strategy for teaching and learning in this module involves lectures, group work and presentation. Students will have face-to-face assignment tutorial support. Moodle will be used to support learning. Students will be expected to reflect on selected aspects of practice and thus identify further learning needs.

Syllabus outline:**The content will include the following:**

Introduction to psychological and sociological concepts / Introduction to epidemiology, demography, genomics and wider determinants of health / Global patterns of health and wellbeing/ Public health and promoting health and wellbeing / Introduction to biopsychosocial aspects of health vulnerability (e.g. values, beliefs, cultural characteristics, diversity, language requirements, taking account of any need for adjustments) / Equality & diversity,

Syllabus outline:

inclusiveness and rights / Anti-oppressive & anti-discriminatory practice / Introduction to health and social care related legislation, policy and guidelines - national and local level (including POVA/ NSF) / Interactions between physical and mental health and illness (including self harm and suicidal ideation) / Safeguarding children, learning disabilities and older adults (including aging process, dementia) / Domestic abuse and vulnerability / Bereavement and last offices / Role of health care professionals in meeting health vulnerability (including use of appropriate communication skills and strength based approaches) / Falls/ Pressure Prevention/ Bariatric care/ Fundamentals of care (Respecting people)/ Pathogenesis, immunology and evidence base for immunisation, vaccination and herd immunity/ Injection technique/ Aseptic technique (including ANTT)/ Basic medicines calculations numeracy, digital and technological skills/ Safe Medicate- Medicine administration and management. (Development of Nursing Procedures as identified in Annex B).

Team Working

Working as a safe practitioner / Collaborative working /Interdisciplinary & multi agency team working – principles and problems / An awareness and understanding of the roles of other professional/lay groups / Respect and professional relationships/Personal and colleague resilience. (Development of Communication and relationship management skills Annex A).

The above syllabus takes account of the following:**EU Directive Annex V2 Point 5.2.1**

Nursing Principles of Child Care & Paediatrics/ Nursing Principles of Mental Health & Psychiatry/ Nursing Principles of Care of the Old and Geriatrics/ Hygiene/Social Sciences – sociology/ Social Sciences – psychology/Principles of administration/Preventative medicine, health education.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (P1 1.2, 1.3, 1.4,1.11,1.14,1.16)

Platform 2 Promoting health and preventing ill health (P2 2.1 2.2, 2.3, 2.4, 2.6, 2.7,2.9, 2.10,2.11, 2.12)

Platform 3 Assessing needs and planning care (P3 3.5, 3.6, 3.7, 3.8 3.9, 3.10, 3.16)

Platform 4 Providing and evaluating care (P4 4.2, 4.4, 4.7, 4.11, 4.12, 4.14)

Platform 6 Improving safety and quality of care (P6 6.3,6.5)

Platform 7 Coordinating care (P7 7.1,7.2, 7.6, 7.9, 7.11, 7.13)

QAA Standards

5.2 vi, x, xii, xv, xvi

Indicative Bibliography:

Essential reading

Allen, D., Braithwaite, J., Sandall, J. and Waring, J. (2016), *The Sociology of Healthcare Safety and Quality*. Cardiff: Wiley Blackwell.

De Chesnay, M. and Anderson, B.A. (2020), *Caring for the Vulnerable: Perspectives in Nursing Theory, Practice and Research*. 5th ed. London: Jones & Bartlett Publishers.

Naidoo, J. and Wills, J. (2016), *Foundations for Health Promotion*. 4th ed. London: Bailliere Tindall Elsevier.

Starkings, S. and Krause, L. (2018), *Passing Calculation Tests for Nursing Students*. 4th ed. London: Sage.

Other indicative reading

NICE, (2018), *Decision-making and mental capacity*. Available from: <https://www.nice.org.uk/guidance/ng108>. [Electronically accessed 9th December, 2019.]

NICE, (2019), *Vulnerable groups*. Available from: <https://www.nice.org.uk/guidance/population-groups/vulnerable-groups>. [Electronically accessed 9th December, 2019.]

SafeMedicate, (2019). Available from: <https://www.safemedicate.com>. [Electronically accessed 9th December, 2019.]

Thomas, J., Pollard, K. and Sellman, D. (2014), *Interprofessional Working in Health & Social Care: Professional Perspectives*. 2nd ed. London: Palgrave Macmillan.