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Module Code:	NUR419
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Module Title:	Foundations of Health and wellbeing
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Level:	4	Credit Value:	40
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Cost Centre(s):	GANG	JACS3 code:	B740
		HECoS code:	100279

Faculty	Social & Life Sciences	Module Leader:	Rhiannon Griffiths-Williams
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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 establish the students understanding of normal physiological functioning of body systems in health and the principles of pharmacology when undertaking person centred nursing assessments and developing appropriate care plans.

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

1	Develop the ability to meet individual learning needs through the use of a reflective portfolio based approach. (NMC P1 1.1,1.2,1.3,1.5, 1.10,1.17, 1.19 P5 5.10, P6 6.11)
2	Demonstrate and apply knowledge of human development, body systems and homeostasis, human anatomy and physiology, biology and pharmacology. (NMC P3 3.1, 3.2, P4 4.6)
3	Identify and develop a person centred approach to the planning and delivery of evidence based nursing care, and describe how any risks are safely managed. (NMC P1 1.9, 1.13, 1.16,1.18, 1.20, P2 2.8, 2.10, P3 3.4,3.5, 3.9,3.15, 3.16, P4 4.1, 4.2, 4.3, 4.4, 4.10, 4.12, P5 5.4, 5.7,P6 6.1, 6.3, 6.5, 6.6, 6.10, P7 7.6 7.8,, 7.11, 7.13)

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	
Ethical	IA
KEY ATTITUDES	
Commitment	I
Curiosity	
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	
Leadership and team working	IA
Critical thinking	
Emotional intelligence	IA
Communication	IA

Derogations

- 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 have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- 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'.
- Timing of feedback and release of assessment results for modules Foundations of Health and Wellbeing level 4 end of part one (add code when validated), Promoting Health Behaviours end of part two (add code when validated) & Leading and Managing Nursing Care end of part three (add code when validated) to be separated from the practice portfolio component, and : Marks for the above modules will be presented at the appropriate assessment board, with marks for portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the September board. The pass/fail for portfolio element of the above modules will only be presented at the September board.
- 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 One

Students will be required to produce a written reflective assignment relating to the delivery of care for a patient nursed in clinical placement. The assignment will include assessment and care planning, identifying any risks assessed, and the role of the multidisciplinary team in the care reviewed. Throughout the review appropriate application of professional and legal requirements should be demonstrated and how the student acted as a safe practitioner. Word count: 3000.

Assessment Two

Anatomy and Physiology Examination – Short answer questions and multiple choice questions. Duration: 2 hours maximum.

Assessment Three

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are summatively assessed in this module at the end of the academic year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 3	Reflective Practice	50%
2	2	Examination	50%
3	1	Portfolio	Pass/Fail

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including online activities through the Moodle VLE, interactive lectures, discussion, debate, and simulation. This will provide core knowledge and directed/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 learning needs.

Syllabus outline:

The content will include the following:

Develop a holistic and systematic approach to the planning and delivery of nursing care

Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their

Syllabus outline:

families and carers / Individualised nursing care developing person centred evidence based plans for nursing interventions, documenting progress and decisions made/working in partnership with to support individuals, their families and carers to manage their own care when appropriate / Nursing models and care pathways / Recognising patient needs and prioritising what is important to them and their families / when to refer to other professionals or services/ Recognising an emergency situation (including NEWS) / Introduction to risk awareness and risk assessment (Nutrition (MUST), / Introduction to maternity care / *Fundamentals of Care/Essence of Care (Ensuring Safety)*/ Routine investigations, interpreting and sharing findings. (Development of Nursing Procedures as identified in Annex B).

Recognising One's Own Limitations

Accountability and Legal frameworks / Professional judgement and values / Competence and individual limitations / Self-awareness (including emotional intelligence and signs of vulnerability in themselves and colleagues and actions to minimise risks to health) / Understanding of strategies that develop resilience/ Opportunity awareness / Practising reliably and safely / Risk assessment (generic).

Meeting Individual Learning Needs

Introduction to Continual Professional Development / Reflection and clinical supervision / Introduction to evidence-based practice and critical analysis skills.

Human development (conception to death)/ body systems and homeostasis/ human anatomy and physiology, biology, pharmacology, basic chemistry and the cell/ genetics/ embryology/ blood and fluid balance/ integumentary system/ skeletal system/ muscular system/ nervous system/ special senses/ endocrine system/ glucose monitoring/ cardiovascular system/ vital signs/ lymphatic and immunity/ respiratory system/ oxygen therapy/ digestive system/ urinary system/ reproductive system/ bacteriology/ virology and parasitology/ biochemistry/ pathology.

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 Maternity care /General principles of health and nursing/ Nature and Ethics of the profession/Nursing principles of care of the old and geriatrics/ anatomy and physiology/ bacteriology, virology and parasitology/biophysics, biochemistry and radiology/ dietetics/hygiene/ pharmacology

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (P1 1.1,1.2,1.3,1.4,1.5,1.11, 1.16,1.17, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (P2 2.8,2.10)

Platform 3 Assessing needs and planning care (P3 3.1, 3.2, 3.3, 3.4,3.5, 3.6, 3.11, 3.12, 3.15, 3.16)

Syllabus outline:

Platform 4 Providing and evaluating care (P4 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.10)

Platform 5 Leading and managing nursing care and working in teams (P5 5.4,5.7, 5.10)

Platform 6 Improving safety and quality of care (P6 6.1, 6.3, 6.5, 6.6,6.10, 6.11)

Platform 7 Coordinating Care (P7 7.6,7.8,7.11, 7.13)

QAA Standards

5.2 ii, iv

Indicative Bibliography:**Essential reading**

Howatson-Jones, L., Standing, M. and Roberts, S. (2015), Patient Assessment and Care Planning in Nursing. 2nd ed. London: Sage.

Jenkins, G.W., Kemnitz, C.P., and Tortora, G.J. (2016), Anatomy and Physiology: From Science to Life. 4th ed. Hoboken, NJ: John Wiley and Sons.

McKinnon, J. (2016), Reflection for Nursing Life: Principles Process and Practice. London: Routledge.

Nursing and Midwifery Council, (2018), The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available from:

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

[Electronically accessed 9th December, 2019.]

Other indicative reading

Barber, P. and Robertson, D. (2015), Essentials of Pharmacology. 3rd ed. Maidenhead: Open University Press/McGraw-Hill Education.

Holland, K. and Jenkins, J. (2019), Applying the Roper-Logan-Tierney Model in Practice. 3rd ed. Edinburgh: Churchill Livingstone.

Read, S. (2015), Successful Professional Portfolios for Nursing Students. 2nd ed. Exeter: Learning Matters Ltd.