

MODULE SPECIFICATION FORM

Module Title: Principles of Caring & Dignity	Level: 4	Credit Value: 20
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Module code: HLT401	Cost Centre: GANG	JACS3 code: B900
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Trimester(s) in which to be offered: 1	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: August 2013
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any): N/A
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Originating Department : Health Sciences	Module Leader: Christine O'Grady
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Module duration (total hours) 200 hrs	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours 30 hrs	
Independent study hours 170 hrs	

Programme(s) in which to be offered: FdA in Healthcare Practice for Assistant Practitioners	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to enable the learner to evaluate health care and nursing principles that guide good practice relevant to their field of work. The core of the module will enable the learner to analyse the concepts, theories and policies that underpin principles in relation to practice effectiveness and efficiency, within their field of work.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate an understanding of the fundamental care principles
2. Demonstrate the impact that health care principles (from a chosen field) have on professional practice
3. Outline concepts, theories and policies in relation to work practices, taking into account current and relevant research
4. Demonstrate decision-making equivalent to their level of responsibility in practice

Transferable/Key Skills and other attributes:

- Demonstrate competence in undertaking responsibility for learning
- Demonstrate competence in seeking out credible information via libraries, information technology, journals etc – in keeping with life-long learning
- Demonstrate competence in word processing and presentation skills
- Demonstrate competence in verbal and non-verbal communication skills
- Utilise opportunities to reflect on personal values and beliefs that inform behaviour – in keeping with personal and professional development

NHS Knowledge Skills Framework (Core & Specific)

Communication

Personal & People Development

Service Improvement

Health & Wellbeing 1-7

National Occupational Standards

SCDHSC0214/0218/0350/311/0216

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

The assessment of this module comprises a written assignment. Students will be guided to select a patient/client/service user from their area of practice or will be provided with a case study scenario. Students will identify and discuss the principles of health care as they applied to the patient/client/service user, from which they will select one principle of care and develop it further by examining the concepts, theories and policies relating to the patient/client/service user's episode of care and they should describe how they made decisions relating to care based on these.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Essay	100%		2000 words

Learning and Teaching Strategies:

The teaching and learning strategy will involve a range of approaches. Lectures by subject specialist and visiting speakers, seminars, case studies, group discussions and tutorials will form the foundation from which the principles of care will be explored

Syllabus outline:

Introduction to person-centred care / What is caring? Introduction to Dignity, Compassion & Respect / Non- judgmental approach/ Professional Judgement & Values / Professionalism / Attitudes – individual & societal / Values- societal & care values / Beliefs – individuals & cultural / Key aspects of health promotion relating to lifestyle to meet the needs of clients/service users / Meeting basic nutritional (including food hygiene) and eliminatory needs / Involvement of clients/service users/carers and others / Spirituality/ Bereavement (including Last Days of life Care Pathway) /Fundamentals of Care (WAG); Essence of Care (DoH) (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)

Bibliography

Essential Reading:

DeLaune, S.C., Ladner, P.K. (2006) *Fundamentals of Nursing: Standards and Practice* (3rd Edition). USA: Thompson

Dossey, B.M. & Keegan, L. (2008), *Holistic Nursing: A Handbook for Practice*. 5th edition, London: Jones and Bartlett Publishers.

Welsh Government (2011) *Code of Conduct for Healthcare Support Workers in Wales*. <http://www.wales.nhs.uk/sitesplus/documents/829/Final%20-%20NHS%20HSW%20Booklet%20ENG.pdf>

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

Indicative Reading:

British Journal of Healthcare Assistants

Department of Health (2010) *Essence of Care*. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/153458/dh_119978.pdf.pdf

Skills for Care & Skills for Health (2013) *National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England*.

Skills for Care & Skills for Health (2013) *Code of Conduct for Healthcare Support Workers*

and Adult Social Care Workers in England

Websites:

Nursing and Midwifery Council www.nmc-uk.org

Royal College of Nursing www.rcn.org.uk/development/health_care_support_worker

Skills for Care www.skillsforcare.org.uk

Skills for Health www.skillsforhealth.org.uk