

MODULE SPECIFICATION PROFORMA

Module Title:	Society and Vulnerability	Level:	4	Credit Value:	20
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Module code:	NUR406	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Diana Hughes-Morris
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Scheduled learning and teaching hours	60 hrs
Guided independent study	140 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	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 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 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.

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

At the end of this module, students will be able to		Key Skills	
1	Develop an understanding at introductory level of psychological and sociological concepts (NMC C&IS 4)	KS9	
2	Identify groups in society who are particularly vulnerable and examine the circumstances, which create vulnerability. (NMC PV 2, 3, C&IS 1, 2)	KS3	
3	Identify relevant and significant legislation, policies and guidelines in relation to the protection of vulnerable people. (NMC PV A1.1, NPDM 9)	KS9	
4	Demonstrate an awareness of how health care professionals meet the needs of people who are considered vulnerable. (NMC C&IS 2, 8)	KS2	

Transferable/key skills and other attributes

Demonstrate competent verbal and written communication skills
Exercise personal responsibility
Search for and retrieve information competently
Reflective practice

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:

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 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.

The presentation will be delivered through electronic media, i.e. PowerPoint

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	Presentation		10 Minutes	

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 / Introduction to biopsychosocial aspects of health vulnerability (e.g. cultural, diversity, respect) / Introduction to health and social care related legislation, policy and guidelines - national and local level (including POVA/ NSF) / Introduction to vulnerability in relation to mental health (including dementia), safeguarding children, learning disabilities and older adults (including aging process) / Domestic abuse and vulnerability / Anti-oppressive & anti-discriminatory practice / Bereavement and last offices / Role of health care professionals in meeting health vulnerability / Fundamentals of care (Respecting people)

The above syllabus takes account of the following:

EU Directive 2005/36/EC

Nursing Principles of Child Care & Paediatrics/ Nursing Principles of Mental Health & Psychiatry/ Nursing Principles of Care of the Old and Geriatrics/ Social Sciences – sociology/ Social Sciences – psychology

NMC Standard

5.6.1 Social, health & behavioural sciences/ Causes of common health conditions and the interactions between physical and mental health and illness.

5.6.2 Equality, diversity, inclusiveness and rights/ Identity, appearance and self-worth
Public health and promoting health and wellbeing.

QAA Standards

A1, A2, B1, B, B3, C1, C2

1000 Lives +

Patient engagement/ Reducing harm

Bibliography:

Essential reading

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

De Chesnay, M. & Anderson, B.A. (2016), *Caring for the vulnerable. Perspectives in nursing theory, practice and research*. (4th ed.) London: Jones & Bartlett Publishers.

Henry, M., Phillips, D. & Traynor, A. (2014), *An Introduction to Nursing: Theory & Practice*. Dublin: Gill and Macmillan.

Larkin, M. (2009), *Vulnerable groups in health & social care*. London: Sage Publications.

Naidoo, J & Wills, J. (2016). *Foundations for health promotion*. (4th ed.) London: Bailliere Tindall Elsevier.

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>

Other indicative reading

Department of Health (2010) *Essence of Care*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216691/dh_119978.pdf

NICE (2016) *Vulnerable Groups* <https://www.nice.org.uk/guidance/population-groups/vulnerable-groups>

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

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