

Module Details	
Module Title	Social Concepts of Nursing
Module Code	NUR4503-C
Academic Year	2022/3
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Independent Study	229
Lectures	48
Seminars	30
Project Supervision	1
Directed Study	60
Interactive Learning Objects	3
Practical Classes or Workshops	12

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2
MYA	University of Bradford / Semester 1

Module Aims
<p>This module seeks to develop your understanding of the social context of health and wellbeing as a subjective theory. The two-way relationship between the social determinants that influence health and well-being across the lifespan.</p> <p>Reference will be made to the anatomical systems and associated pathologies in the outline syllabus. The module will also provide practical sessions on Nursing Procedures specified in the outline syllabus.</p>

Outline Syllabus

Introduction to the social context of health and wellbeing as a construct.

Introduction to psychology, life span approaches and development.

Introduction to Sociology and the sociology of health, wellbeing, and disability.

Understanding of the biopsychosocial models of care, including families and households' social class and affluence and health economics, occupation, and inequalities.

Understand the role of the nurse as an advocate for equality, and as a political agent, and when advocating for those with a learning disability.

An understanding of culture, race and ethnicity, diversity, and cultural competence, including the cultural aspects of end of life care, sexuality and gender.

Development of the concepts of emotional resilience and self-care, discrimination, and self-awareness. Understand the anatomy and pathophysiology of the deteriorating patient, the digestive system and disease process.

Develop understanding of the respiratory system and disease process and the cardiovascular system including stroke and blood components.

Introduction to congenital disorders.

An introduction to common mental health conditions including distress, anxiety, depression, confusion, and self-harm. The social factors which influence mental health, and how to recognize, respond and manage these conditions.

Teaching related to the following nursing procedures, nutritional assessment Malnutrition Universal Screening Tool (MUST), Screening Tool for the Assessment of Malnutrition in Paediatrics (STAMP), Body Mass Index (BMI), Height and Weight, insertion and care of a nasogastric tube, and Percutaneous Endoscopic Gastrostomy (PEG) feeding tube. Bowel care including rectal examination and manual evacuation and stoma care.

An understanding of pain assessment utilizing evidence-based assessment tools.

Understanding of end of life care, including the formulation of advanced directives, death and dying preferences of adults, children, those with mental health conditions or learning disabilities. Care of the deceased and last offices.

Understanding of respiratory assessment and the management of inhalation, humidifying and nebulizing devices. The procedures related to nasal and oral suctioning, chest auscultation and oxygen delivery systems.

Procedures relating to subcutaneous, intramuscular, and intradermal injections.

Learning Outcomes

Outcome Number	Description
01	Identify the theories of social sciences relevant to nursing care across the lifespan.
02	Recognise the social and cultural influences on health, acknowledging issues of diversity, equality and differing beliefs for individuals and groups.
03	Discuss the knowledge, skills and communication strategies required of a professional practitioner to support wellbeing of others.
04	Identify the body systems detailed in the outline syllabus describing normal anatomy and physiology and discuss the bidirectional biopsychosocial determinants of health and mental wellbeing.

Learning, Teaching and Assessment Strategy

This module adopts a range of virtual learning and teaching activities to facilitate your learning.

Research informed key lectures will introduce topics and concepts and will be supported by multimedia presentations and online resources.

Learning objects will involve allocated time within the module for students to engage with specific packages of learning using team based learning or clinical skills resources.

The module uses a collaborative learning and teaching strategy, Team Based Learning (TBL). This strategy will require you to undertake individual preparation work before completing individual class tests, called Individual Readiness Assurance Tests (iRATS). You will have the opportunity to explore and evaluate topics and concepts through the means of group learning activities and seminars. You will work with your peers in small groups before completing Team Readiness Assurance Tests (tRATS). The final aspect of Team Based Learning will include an application exercise where you will work in your group to solve a application problem. The application exercise in this module is formative and will not contribute to your PBL grade.

Practical sessions on Nursing Procedures will enable you to gain practical competence and develop your communication skills. Again some of these will be face to face, or delivered as a synchronous on line Learning facilitated through online learning packages

Formative feedback at individual and group tutorials will be through timetabled sessions, meetings can be arranged through electronic communication which will facilitate reflection and student self-assessment.

The assessment of the module is divided into two summative assessment tasks which assess the learning outcomes of the module. Each summative assessment is described as a component of assessment.

To prepare you for the summative assessment tasks you will receive feedback as a group during seminar sessions with the module teaching team. You will also have an opportunity to take part in mock individual and team Readiness Assurance Tests (iRATs and tRATs).

The summative group poster presentation will involve peer, service user and lecturer assessment of a community profile presentation which gives a single mark for each participating group member.

Anatomy, physiology and pathology will be summatively assessed using using individual and team Readiness Assurance Tests (iRATs and tRATs).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Group Community Profile -Poster Presentation (Supp: Individual Poster Presentation)	50%
Summative	Team-Based Assessment	Anatomy and Physiology Team Based Learning Assessed with IRAT (30%) TRAT (10%) and Peer Evaluation (10%) (Supp A&P MCQ)	50%
Formative	Presentation	Group supervision associated with the group presentations	N/A
Formative	Team-Based Assessment	Non assessed iRAT and tRAT	N/A

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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