

## Liverpool John Moores University

Title: Making Sense of Nursing Theory  
Status: Definitive  
Code: **4004NBSC** (117882)  
Version Start Date: 01-08-2019

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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**Academic Level:** FHEQ4      **Credit Value:** 20      **Total Delivered Hours:** 40  
**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	5
Online	15
Workshop	20

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Present	The marks for this assessment will be allocated on the basis of assessed feed back on group work relating to a number of scenarios used during the module.	60	
Essay	Essay	A care study related to a patient the student has cared for at some point whilst on placement.	40	

## Aims

*The aim of this module is to introduce the student to the nature of nursing.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Understand the concept of person-centred care.
- 2 Explore the Process of Nursing.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Groupwork feedback	1	2
Care Study	1	2

## Outline Syllabus

*Principles of National Health Policy, including public health, health promotion, well-being, health education. Social determinants of health*

*Social inclusion*

*Organisational structures, systems and processes*

*application of Health, illness and disability*

*Responding to the needs of people who require care and support.*

*Therapeutic relationships - communication, compassion and dignity.*

*Valuing diversity - non-discriminatory and anti-oppressive practice.*

*Care across settings - transferability of knowledge & skills, boundaries of nursing and understanding of roles.*

*Theories of nursing and nursing practice - models & Frameworks for nursing care*

*The Nursing Process and person-centred care*

*Holistic approaches to care including spirituality, trans-cultural nursing, anti-discriminatory practice and valuing diversity.*

*Working within a professional code, ethical and legal framework, NMC.*

*Responding to the needs of people who require care and respecting and facilitating choice.*

*Safe guarding, supporting and empowering children and vulnerable adults including people who have a Disability and those with Mental Health Issues.*

*Inter-professional learning and working in partnership; Working with service users to promote choice, respond to need, evaluate and develop services.*

*Brief Intervention*

*Palliative and end-of-life care.*

*Using independent and group learning strategies to facilitate professional development*

## Learning Activities

Guided, Structured, Independent Learning  
Generic, scenario focused group activities  
Field specific, scenario focused group activities  
Across field case conferencing  
Development of across field care action plans

## **Notes**

Students undertake guided independent learning and bring this to group activities in which scenarios are used to facilitate their professional knowledge and development. This will be the major component of the assessment and attendance will be an aspect of this.