

Liverpool John Moores University

Title: Application of Nursing Theory to Practice
Status: Definitive
Code: **4004PRN** (123822)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: 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: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	10
Online	10
Workshop	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Groupwork	Duration 30 minutes	40	
Essay	Care study	2,500 word written assignment	60	

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 Define the concept of person-centred care in nursing.
- 2 Explore and discuss the Process of Nursing.

Learning Outcomes of Assessments

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

Groupwork Feedback	1	2
Case study	1	2

Outline Syllabus

Principles of National Health Policy, including public health, health promotion, wellbeing,

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, antidiscriminatory

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.