



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	World Wide Nursing				
Module Code	UZTSP3-15-3	Level	3	Version	1.1
Owning Faculty	Health & Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing,				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZTSP4-15-M Nursing in a Diverse World	Module Entry requirements	N/A		
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	24 th March 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Evaluate global health challenges, commonalities and difference in nursing practice, and health care services (Component A) Explore the impact of culture on the experience of health care and illness (Component A) Work effectively through inter-professional and inter-organisational collaboration (Component A) Demonstrate skills in project management, information gathering and writing for effective dissemination of knowledge to inform practice (Component A) Apply use of IT to manage personal learning and communication (Component A)
Syllabus Outline	<ul style="list-style-type: none"> Negotiating and managing a personal learning plan with learning objectives Work based learning using home-based, elective or Erasmus placement Developing cultural competence and sensitivity Understanding nursing in a global context for example, social networking Work of key health organisations, for example, WHO, ICN, UNICEF, UN The relationships between culture, difference, identity and health Evaluation of nursing contexts, health care services and practice e.g. working abroad Appraisal of information, evidence and sources of evidence
Contact Hours	<p>A total of 36 hours in the form of seminars , lectures and online activities</p> <ul style="list-style-type: none"> Project supervision in relation to a negotiated personal learning contract. Contact time will also include the use of email discussion groups, virtual

	<p>learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Simulation of case scenarios • Lecturer facilitation and support • Workshops • Service user and carer perspectives • Directed and independent learning • Reflective approaches to learning • Blackboard <p>The module will focus on global health challenges, commonalities and difference in nursing practice, and discuss the importance of culture and identity in the experience of health and illness. This will facilitate nurses to have an interest in and a competence in global health issues, as well develop a cultural awareness in their practice. It builds on the health inequalities and diversity introduced in earlier modules.</p> <p>The NMC (2010) acknowledge the increasing need for UK educated nurses to gain a wider range of experience contributing to cultural competence. WHO (2010) promote the sharing of knowledge and best practices. This module encourages and supports inter-professional and inter-organisational collaboration in both syllabus and learning strategy, reflecting the diversity existing within the nursing workforce, health care, and populations.</p> <p>Additionally nurses cross borders and work in a variety of political, cultural and health care contexts. This module seeks to address the challenges of care associated with the complex cultural context of contemporary nursing.</p> <p>Nurses are committed to practice in a compassionate, efficient and culturally competent way. Culture has a fundamental impact on identity and on the experience of health and illness. Furthermore different socio-economic, cultural, and political factors as well as individual characteristics influence health and health care.</p> <p>The module has significant elements of student led and work based learning through online seminars, VLE's, practice placement (home-based, electives or Erasmus) and project supervision. There will be opportunities for shared learning with other Higher Education Institutions (HEI's) globally for students to network and discuss learning through supervision and VLE's.</p> <p>Through academic supervision, students will develop a personal learning plan with learning objectives about a topic of their choice that relates to worldwide nursing and to the context of the module. This will enable students to build on recent practice experiences, for example, home-based, elective or Erasmus placements.</p> <p>Scheduled learning include seminars, tutorials, project supervision,</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning This module enables students to further develop the learning gained through a recent home-based, or international elective or Erasmus placement.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are</p>

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes

Coursework: Written assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		100%
Practical exam assessment percentage		0%
		100%

Reading Strategy

Core readings

It is essential that when studying this module students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester and at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Burnard, P. and Gill, P. (2009) *Culture, Communication and Nursing*. Harlow: Pearson Education.

Garneneau, A.B. and Pepin, J. (2015) Cultural Competence: A constructivist definition *Journal of Transcultural Nursing* 26 (1) 9-15

Hall, C. and Ritchie, D. (2013) *What is Nursing?* 2nd ed. Exeter: Learning Matters.

Holland, K. and Hogg, C. (2010) *Cultural Awareness in Nursing and Health Care: An Introductory Text*. [online] London: Edward Arnold. [Accessed 17 February 2013].

Leininger, M and McFarland, M. (2006) *Culture Care Diversity and Universality. A worldwide nursing theory*. London: Jones and Bartlett.

Shen, Z. (2015) Cultural competence models and cultural competence assessment instruments in nursing: a literature review *Journal of transcultural Nursing* 26 (3) 308-321

Part 3: Assessment

Assessment Strategy	<p>The assessment is a 2,000 word essay that evaluates the personal learning plan</p> <p>The aim of this assignment is for students to develop self-directed study skills and an ability to choose their own topics for investigation. To achieve this they will produce a personal learning plan that relates to the learning outcomes. Students will be encouraged to use their international experiences from elective and Erasmus placements in considering a topic of their choice. The students are expected to present their plan to the group to widen their perspectives on the topic as the Formative assessment strategy.</p>
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Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%		

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2,000 word essay	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2,000 word essay	100%

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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.