



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Nursing in a Diverse World				
Module Code	UZTSP4-15-M	Level	M	Version	1
Owning Faculty	HLS	Field	Continuing care		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid from	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
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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"> • Critically examine global health challenges, commonalities and difference in nursing practice, and discuss the importance of culture in the experience of health and illness (Component A) • Appraise a range of theoretical perspectives that underpin the concept of culture and the practice of trans-cultural nursing (Component A) • Critically analyse the impact of culture on the experience of health care and nursing (Component A) • Critically evaluate health care, services and nursing practice (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 learning contract • Work based learning using home-based, elective or Erasmus placement

	<ul style="list-style-type: none"> • Theories and practice of trans-cultural nursing • Developing cultural competence • Understanding nursing in a global context • Work of key health organisations, for example, WHO, ICN, UNICEF, UN • The relationships between culture and health • Evaluation of nursing contexts, health care services and practice • Evaluation of nursing initiatives to improve health care • Ethics • Appraisal of information, evidence and sources of evidence • IT, for example, social networking
Contact Hours	<p>A total of 36 hours in the form of seminars, lectures and online activities</p> <p>Project supervision in relation to a negotiated personal learning contract.</p> <p>Contact time will also include the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Simulation of case scenarios • Clinical Skills • Lecturer facilitation and support • Workshops • Service user and carer perspectives • Directed and independent learning • Reflective approaches to learning <p>The module will focus on global health challenges, commonalities and difference in nursing practice, and discuss the importance of culture in the experience of health and illness. As such, it aims to further prepare nurses to practice with cultural competence. The module seeks to facilitate learning in relation to the theory of culture and the practice of trans-cultural nursing. This will educate nurses that have an interest in and a competence in global health issues, and a cultural awareness in their practice.</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.</p> <p>There will be opportunities for shared learning with other Higher Education Institutions (HEI's) globally.</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 and health care, and populations.</p> <p>As a profession underpinned by humanistic and holistic principles, nursing must remain responsive and provide leadership within health care, therefore nurses entering the profession need to demonstrate cultural competence (NMC 2008). 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</p>

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. The module will focus on global health challenges, commonalities and difference in nursing practice, and discuss the importance of culture in the experience of health and illness. It builds on the health inequalities introduced in earlier modules.

Through academic supervision, students will develop a personal learning contract that relates to the context of the module. This will enable students to build on recent practice experiences, for example, home-based, elective or Erasmus placements.

There will be opportunities for students to network and discuss learning through supervision and VLE's.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, 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.

Placement learning may include a practice placement, other placement, year abroad. This module enables students to further develop the learning gained through recent home-based, elective or Erasmus placement.

Key Information Sets Information

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 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:

	<table border="1"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:					Written exam assessment percentage				0%	Coursework assessment percentage				100%	Practical exam assessment percentage				0%					100%
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Reading Strategy	<p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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.</p>																									
Indicative Reading List	<p>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.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p>Burnard, P. and Gill, P. (2009) <i>Culture, Communication and Nursing</i>. Harlow: Pearson Education.</p> <p>Hall, C. and Ritchie, D. (2013) <i>What is Nursing?</i> 2nd ed. Exeter: Learning Matters.</p> <p>Holland, K. & Hogg, C. (2010) <i>Cultural Awareness in Nursing and Health Care: An Introductory Text</i>. [online] London: Edward Arnold. [Accessed 17 February 2013].</p> <p>Leininger, M & McFarland, M. (2006) <i>Culture Care Diversity and Universality. A worldwide nursing theory</i>. London: Jones and Bartlett.</p>																									

Part 3: Assessment	
Assessment Strategy	The assessment is a 2,000 word report that evaluates the personal learning contract.

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
2,000 word report	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 report	100%	

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.