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## MODULE DESCRIPTOR

### Module Title

Professional Contexts In Developing Practice

Reference	NU3091	Version	1
Created	June 2020	SCQF Level	SCQF 9
Approved	September 2020	SCQF Points	15
Amended		ECTS Points	7.5

### Aims of Module

To enable the student to critically analyse their personal and professional development through the review of contemporary professional practice in their specialist area of practice.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Analyse the knowledge, evidence and policy agendas of developing practice in their area of practice, encompassing regulatory, legal and credentialing requirements.
- 2 Develop a critical analysis related to their specialist area of practice that contributes to the processes of personal and professional development in developing nursing practice.
- 3 Discuss diversity and complexity within communities and the workplace.
- 4 Analyse how information technology and contemporary health communication can enhance and improve performance in practice and health outcomes.
- 5 Critically reflect on the healthcare environment in the context of developing practice by considering the strategic, cultural and organisational challenges.

### Indicative Module Content

Learning contract; Exemplary professional practice, The advancing practice role; Transformational leadership, structural empowerment, career frameworks; Policy context, healthcare governance; Personal and professional development; Diversity, culture, sexuality, health care disparity and inequality; Culture and care of the workforce and self-care; Health communication; Health promotion; Public health; Healthcare information technology; Taking technology enabled care forward, digital literacy, community media; Critical thinking, problem-solving, creativity, maturity of judgement, new knowledge innovations and improvement, empirical outcomes.

### Module Delivery

This module will be delivered online via CampusMoodle and will include asynchronous and synchronous discussion/tutorials, practice based activities, online lectures and online group work.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	N/A	30
Non-Contact Hours	N/A	120
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	N/A	150
Actual Placement hours for professional, statutory or regulatory body		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Coursework	Weighting:	50%	Outcomes Assessed:	1, 2
Description:	Poster.				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

Both components of assessment will be graded on an A-F basis. Both are equally weighted and each must be passed to achieve a pass grade.

		Practical Exam:						
		A	B	C	D	E	F	NS
Coursework:	A	A	A	B	B	E	F	
	B	A	B	B	C	E	F	
	C	B	B	C	C	E	F	
	D	B	C	C	D	E	F	
	E	E	E	E	E	E	E	
	F	F	F	F	F	F	F	
NS		Non-submission of work by published deadline or non-attendance for examination						

**Module Requirements**

Prerequisites for Module	None, in addition to course entry requirements.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 ALFARO-LeFEVRE, R., 2019. *Critical thinking, clinical reasoning, and clinical judgement: a practical approach*. 7th ed. St Louis, MO: Elsevier.
- 2 CRIBB, A., 2017. *Healthcare in transition: understanding key ideas and tensions in contemporary health policy*. Oxford: Oxford University Press.
- 3 RIVAS, H. and WAC, K., eds., 2018. *Digital health: scaling healthcare to the world*. Cham, Switzerland: Springer.
- 4 SCOTTISH GOVERNMENT, 2018. *Scotland's digital health and care strategy: enabling, connecting and empowering*. Edinburgh: Scottish Government.
- 5 SMITH, K., 2015. *Health inequalities: critical perspectives*. Oxford: Oxford University Press.
- 6 SWANWICK, T. and VAUX, E., eds., 2020. *ABC of quality improvement in healthcare*. Hoboken, NJ: John Wiley & Sons.
- 7 A current and comprehensive list of references will be supplied on an annual basis to reflect the evolving nature of the topics addressed within this module.