

Module Details for ENHANCING PROFESSIONAL PRACTICE

Historic Record

Module Code	MNU22016
Module Name	ENHANCING PROFESSIONAL PRACTICE
Module Short Title	
ECTS weighting	10
Semester/term taught	
Contact Hours and Indicative Student Workload	40 hours directed learning & 210 hours student effort Total: 250 hours.
Module Coordinator/Owner	
Learning Outcomes	<p>Following completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> 1. Identify the theoretical and practical context for Making Every Contact Count for health behaviour change and how the nurse/midwife can use practice. 2. Apply ethical, caring, grief theory and concepts to a variety of ethical dilemmas and practice situations pertinent to nursing or midwifery. 3. Discuss ethical decision-making and demonstrate the application of an ethical decision-making framework/model in the context of his/her professional practice. 4. Demonstrate an awareness and understanding of the concept of spirituality, spiritual care and role within healthcare using a systematic approach to ascertain person's -client's spiritual needs. 5. Demonstrate an understanding of relevant legislation relating to nursing and midwifery across the lifespan and explain how legislation affects one aspect of practice. 6. Understand the process of intolerance to perceived difference. 7. Discuss the provision of quality care, basic principles of quality improvement and clinical audit in healthcare as an integral component of nursing and midwifery practice. 8. Demonstrate an understanding of how nursing and midwifery knowledge can be attained and enhanced using the research process, different research methods, reflection, and continuous professional development. 9. Demonstrate an ability to comprehensively search for sources of nursing and midwifery knowledge, including an ability to develop and present a comprehensive search strategy. 10. Demonstrate an understanding of person-centred communication approaches, including supports and technologies that respect the individual and family's experiences, choices, priorities, beliefs, and values.

11. Demonstrate the ability to collaborate inter professionally with other health care professionals, service users, their families, and voluntary groups to provide safe quality care, by generating respect, trust, self-awareness, and reciprocity in all interactions.

Module Learning Aims
 The aim of this module is to explore contemporary theoretical, legal, and ethical perspectives that inform the professional practice of nursing and midwifery in the provision of quality care for diverse populations in healthcare across the lifespan.

Module Content
 The aim of this module is to explore contemporary theoretical, legal, and ethical perspectives that inform the professional practice of nursing and midwifery in the provision of quality care for diverse populations in healthcare across the lifespan.

Theoretical, ethical, legal, and sociological perspectives for Nursing and Midwifery Practice

- Theory - Concept of care, principles and conduct in nursing and midwifery practice.
- Caring - An overview of caring theory and related concepts (holism, suffering, self-care)
- Spiritual Care - Concept of spiritual care, spiritual needs, related concepts (compassion, presence, spiritual distress)
- Spiritual care - Spiritual care competency and principles of spiritual assessment, planning, interventions, and evaluation.
- An overview of death, grief /loss theory and related concepts (including hope and advocacy)
- Ethics – Concept, role and function in nursing and midwifery practice
- Ethics - An overview of ethical theory (traditional and contemporary approaches) and ethical concepts.
- Ethics - Ethical Principlism
- Ethics - An overview of considerations in relation to ethics in the context of a pandemic
- Ethics - Ethical decision-making in nursing and midwifery practice
- Ethics - Ethical competence in nursing and midwifery practice
- Law – Concept of Consent
- Law - Concept of Negligence
- Law - Introduction to Midwifery Legislation
- Law - Overview of Childcare Legislation
- Law - Concept of Confidentiality
- Law - Introduction to Intellectual Disability Legislation
- Law - Introduction to Mental Health Legislation
- Law - Role of the Coroner
- Sociology - Values and beliefs regarding individuals and groups in contemporary society
- The person and family in contemporary society; diversity in faith, culture, pluralism
- Avoiding discriminatory practice, role of the nurse or midwife in antidiscrimination
- Empowerment of oppressed minorities, nursing and midwifery advocacy and rights
- Marginalisation with reference to mental health, race, ethnicity, social class, gender, disability, and status

Principles of Quality and Safety in Healthcare Settings

- Principles of quality and safety – theories of improvement science
- Principles of clinical governance, clinical audit, quality improvement processes, measurement of quality standards and impact on nursing and midwifery practice
- Quality nursing and midwifery care and quality care systems. (The nurses and midwives' role).
- Mindfulness for quality, safety pause
- Application of Quality Theory to Discipline Specific practice

	<p>Research Process in Nursing & Midwifery</p> <ul style="list-style-type: none"> • Introduction to the principles of critical thinking, reflection, problem-solving and continuing professional development. • The research process including ethical considerations for research in nursing and maternity care settings. • Research methodologies. <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Self-awareness and development of respectful empathetic relationships (including concepts of privacy and dignity). • Communication in challenging circumstances and breaking bad news. • Motivational interviewing chronic disease prevention, health behaviour change, and self-management. • Principles of emotional support and enhancing communication. • Cultural competence, cultural skills, and sensitivity in professional practice. <p>Principles of Collaborative Working</p> <ul style="list-style-type: none"> • Principles of inter-professional working • Psychology of Healthcare organisations • Individual and families' perspectives and experiences of inter-professional interaction and teamwork. • Partnership approaches to care of the individual and family
<p>Recommended Reading List</p>	<p>Essential Reading</p> <p>Arnold, E.C., & Underman Boggs, K. (2019). <i>Interpersonal Relationships, Professional communication Skills for Nurses</i>. (8th ed.). Elsevier. https://eds-p-ebSCOhost-com.elib.tcd.ie/eds/detail/detail?vid=0&sid=4a821ff0-d8b7-4f0a-ad35-640d0430bc64%40redis&bdata=#AN=1151805&db=nlebk</p> <p>Cronin, P., Coughlan, M., & Smith V. (2015). <i>Understanding Nursing and Healthcare Research</i>. Sage. https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=5164559</p> <p>De Vries, J. & Timmins, F. (2017). <i>Understanding Psychology for Nursing Students</i>. Sage. https://ebookcentral-proquest-com.elib.tcd.ie/lib/trinitycollege/detail.action?docID=4763936</p> <p>Health Service Executive (2016). <i>Making Every Contact Count: A Health Behaviour Change Framework and Implementation Plan for Health Professionals in the Irish Health Service</i>. HSE. https://www.hse.ie/eng/health/hl/selfmanagement/donegal/health-social-care-professionals/making-every-contact-count-framework.pdf</p> <p>Madden, D. (2023). <i>Medicine, Ethics, and the Law</i>. (4th ed.). Bloomsbury Professional. https://www-bloomsburyprofessionalonline-com.elib.tcd.ie/view/medicine_ethics_law/medicine_ethics_law.xml</p> <p>McSherry, W., McSherry R., & Watson R. (2012) <i>Care in Nursing, Principles, values and skills</i>, Oxford University Press. https://global-oup-com.elib.tcd.ie/academic/product/care-in-nursing-9780199583850?cc=ie&lang=en&</p> <p>McSherry, W., Boughey, A., & Attard J. (Eds.) (2021). <i>Enhancing Nurses' and Midwives' Competence in Providing Education and Compassionate Care through Innovative Education and Compassionate Care</i>.</p>

Springer. <https://global-oup-com.elib.tcd.ie/academic/product/care-in-nursing-9780199583850?cc=ie&lang=en&>

Nursing and Midwifery Board of Ireland. (2021). *The Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives*. Nursing and Midwifery Board of Ireland, Dublin. <https://www.nmbi.ie/NMBI/media/NMBI/Code-of-Professional-Conduct-and-Ethics.pdf?ext=.pdf>

Timmins, F., & Caldeira, S. (2019). *Spirituality in Healthcare: Perspectives for Innovative Practice*. Springer.

<https://link-springer-com.elib.tcd.ie/book/10.1007/978-3-030-04420-6>

Thomas, J., Pollard, K. & Sellman, S. (2014). *Interprofessional Working in Health and Social Care Perspectives*. Bloomsbury Publishing. <https://www.bloomsbury.com/uk/interprofessional-working-in-health-and-social-care-9780230393431/>

Recommended Reading

Coughlan, M., Cronin, P., & Ryan, F. (2007a). Step-by-step guide to critiquing research. Part 1: quantitative research. *British Journal of Nursing*, 16(11),658-663. Doi: 10.12968/bjon.2007.16.11.23681.

Crowther S., & Hall, J. (2017). *Spirituality and childbirth: meaning and care at the start of life*. Routledge. <https://www.routledge.com/Spirituality-and-Childbirth-Meaning-and-Care-at-the-Start-of-Life/Crowther-Hall/p/book/9781138229419>

Doherty, R. (2021). *Ethical Dimensions in the Health Professions*. (7th ed.). Elsevier. <https://www-elsevier-com.elib.tcd.ie/books/ethical-dimensions-in-the-health-professions/978-0-323-67364>

Giddens, A. (2013). *Sociology*. (7th ed.). Polity, Cambridge. Retrieved from: <https://bibliu.com/app/#/view/books/9780323673655/epub/OEBPS/xhtmll/B978032367364800019X.htm> [age_iv](#) 10th March 2021.

Donnelly, M., & Murray, C. (Eds.) (2016). *Ethical and Legal Debates in Irish Healthcare: Confronting complexities*. Manchester University Press. <https://manchesteruniversitypress.co.uk/9780719099465/>

Gaskin, I. (2002). *Spiritual Midwifery*. Book Publishing Company.

Jasper, M. (2013). *Beginning Reflective Practice*. (2nd ed.). Cengage Learning EMEA. <https://www.cengage.uk/c/beginning-reflective-practice-2e-jasper/9781408074879/>

Koenig, H. (2013). *Spirituality in Patient Care: Why, How, When and What*. (3rd ed.). Templeton Press. <https://templetonpress.org/books/spirituality-in-patient-care/>.

	<p>Reeves, S., Lewin, S., Epsin, S. & Zwarenstein, M. (2011). <i>Interprofessional Teamwork for Health and Social care</i>. Wiley Blackwell. https://www-wiley-com.elib.tcd.ie/en-us/Interprofessional+Teamwork+for+Health+and+Social+Care-p-9781405181914</p> <p>Salas, E., Rico, R., & Passmore, J. (Eds.) (2017). <i>The Wiley- Blackwell Handbook of the Psychology of Team Working and Collaborative Processes</i>. John Wiley & Sons. https://onlinelibrary-wiley-com.elib.tcd.ie/doi/book/10.1002/9781118909997</p> <p>Share, P., Corcoran, M. P., & Conway, B. (2012). <i>A Sociology of Ireland</i>. (4th ed.). Gill & Macmillan. https://www.gilleducation.ie/college-university-social-studies/sociology-of-ireland-4th-edition</p>										
Module Pre-requisite	Successful completion of Year 1										
Module Co Requisite	Undertaken in conjunction with other SF modules and clinical placement										
Teaching and Learning Methods											
Reassessment Requirements											
Are other Schools/Departments @I-MOD-OSCH											
Assessment Details@I-MOD-ASSM	<table border="0"> <thead> <tr> <th style="text-align: left;">Methods of Assessment</th> <th style="text-align: right;">Weighting</th> </tr> </thead> <tbody> <tr> <td colspan="2">This module is assessed using two components A and B; Students must complete all activities in Component A in addition to completing Component B.</td> </tr> <tr> <td colspan="2">A. Making Every Contact Count (MECC).</td> </tr> <tr> <td> Part 1 – Completion of HSELand online content and Multiple-Choice Questions MCQ Online Assessment. </td> <td style="text-align: right; vertical-align: bottom;">Pass/ Fail</td> </tr> <tr> <td colspan="2"> Students are required to complete the online component and the associated online assessment by Week 29 2024 at 18.00hrs. </td> </tr> </tbody> </table>	Methods of Assessment	Weighting	This module is assessed using two components A and B; Students must complete all activities in Component A in addition to completing Component B.		A. Making Every Contact Count (MECC).		Part 1 – Completion of HSELand online content and Multiple-Choice Questions MCQ Online Assessment.	Pass/ Fail	Students are required to complete the online component and the associated online assessment by Week 29 2024 at 18.00hrs.	
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	<p>Part 2 – Students are mandated to attend a two-hour tutorial workshop (Tutorial 1 and 2) where students will practice MECC skills.</p> <p>The signed Certificate of Completion must be uploaded by each student to the MNU22016 Blackboard folder by Week 30 2024.</p> <p>The Making Every Contact Count component of MNU22016 is deemed passed once the signed Certificate of Completion has been uploaded to Blackboard by the student by submission deadline, Week 30 2023.</p> <p>B. Students are required to prepare and produce an individual poster related to one integrative theme to address task requirements in Week 36 2024 by 18.00hrs.</p> <p style="text-align: right;">Pass/Fail</p> <p style="text-align: right;">100%</p>
Module Website	
Module approval date	
Approved By	
Academic Start Year	
Academic Year of Data	2024/25

Graduate Attributes - To Think Independently	
Graduate Attributes - To Act Responsibly	
Graduate Attributes - To Communicate Effectively	
Graduate Attributes - To Develop Continuously	