

Liverpool John Moores University

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Title: Cross Cultural Perspectives on Nursing
Status: Definitive
Code: **6004INMNRS** (118934)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Linda Barton	Y
Angela Pike	
Lorraine Shaw	
Anitra Malin	
Rosemary Khatri	

Academic Level: FHEQ6
Credit Value: 24.00
Total Delivered Hours: 50.00

Total Learning Hours: 240
Private Study: 190

Delivery Options

Course typically offered: Non Standard Year Long

Component	Contact Hours
Lecture	15.000
Online	10.000
Seminar	14.000
Tutorial	1.000
Workshop	10.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	Reflection based on a scenario that will form part of the learning activities	70.0	
Presentation	AS2		30.0	

Aims

To critically consider the role of the nurse and the nature of nursing across settings

Learning Outcomes

After completing the module the student should be able to:

- LO1 Critically examine personal beliefs and values about nursing.
- LO2 Critically analyse the impact of cultural contexts in nursing practice
- LO3 Critically consider the importance of equality and diversity in healthcare practice
- LO4 Recognise the impact of statutory regulation for effective nursing practice

Learning Outcomes of Assessments

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

Reflection	LO 1	LO 2	LO 3
Poster Presentation	LO 4		

Outline Syllabus

Role of nurse as a clinician/researcher/manager/educator

Expanded nursing roles in healthcare delivery – specialist and advanced practice, nurse consultants, community nurse, health visitor

Comparative explorations of key concepts in nursing – autonomy, advocacy, accountability, empowerment

Regulatory frameworks in nursing and healthcare

Cultural context of nursing – historical and contemporary explanations

Occupational socialisation, professionalism, professional identity

Inter-professional working – multi-agency working – power, responsibility and negotiation

Gender and power in nursing

Introduction to ethical theory underpinning notions of equality and diversity

Impact of equality and diversity policies on practice, healthcare delivery and regulation of nursing practice

Learning Activities

Lectures, seminars, group work, blackboard, tutorial support, Scenario based group work

References

Course Material	Book
Author	Freshwater, D, Taylor, BJ & Sherwood, G
Publishing Year	2008
Title	International Text Book of Reflective Practice in Nursing
Subtitle	
Edition	
Publisher	Oxford Blackwell Wiley
ISBN	

Course Material	Book
Author	Burnard, P and Gill, P
Publishing Year	2008
Title	Culture, Communication and Nursing
Subtitle	
Edition	
Publisher	Pearson
ISBN	

Course Material	Book
Author	Clarke, L.
Publishing Year	2008
Title	Transcultural Concepts in Nursing Care
Subtitle	
Edition	5th ed
Publisher	Lippincott Williams and Wilkins
ISBN	

Course Material	Book
Author	Buks, P.
Publishing Year	2008
Title	Patients' Rights: Law and Ethics for Nurses: A Practical Guide
Subtitle	
Edition	
Publisher	Hodder Arnold
ISBN	

Course Material	Journal / Article
Author	Narayanaramy, A. and White, E.
Publishing Year	2005
Title	A Review of Transcultural Nursing
Subtitle	
Edition	25:2
Publisher	Nursing Education Today
ISBN	

Course Material	Journal / Article
Author	Cortis, J. and Law, I.G.
Publishing Year	2005
Title	Anit-Racist Innovation and Nurse Education
Subtitle	
Edition	25:3
Publisher	Nursing Education Today
ISBN	

Notes

This module explores transcultural concepts in nursing. Engagement in learning activities and assessment tasks will enable students to develop a critical awareness of the factors that shape the nature of nursing from an international perspective. This will also enhance their capacity to apply knowledge of international standards and practices within professional nursing practice.

Academic Medicine Acute Care Nursing Addiction Medicine Administration Advanced Practice Nursing Allergy & Immunology Allied Health Alternative & Complementary Medicine Anesthesiology Anesthesiology Nursing Audiology & Ear and Hearing Basic Science Cardiology Cardiothoracic Surgery Cardiovascular Nursing Cardiovascular Surgery Child Neurology Child Psychiatry Chiropractics Clinical Sciences Colorectal Surgery Community Health Critical Care Critical Care Nursing Dentistry Dermatology Emergency Medicine Emergency Nursing Endocrinology Endoncrinology Forensic Medicine Gastroenterology...Â Reflective learning, reflective practice. Jacobs, Steven MN, MA Ed, RN. Author Information. International Textbook of has been added to your Cart. Add to Cart. Buy Now.Â Dawn Freshwater is Professor of Nursing at Bournemouth University and Editor of Journal Psychiatric Mental Health Nursing, UK Beverley Joan Taylor is Professor of Nursing at Southern Cross University, Lismore, New South Wales, Australia. Gwen D. Sherwood is Professor at The University of North Carolina, USA. Read more. Product details. The book addresses using reflective practice for evidence-based clinical practice, curriculum and education, and research. As a result, the content may be useful for practicing nurses, educators, and researchers. After reading the first chapter on the state of the art of reflective practice, you can read the other chapters on a stand-alone basis.Â Aim: The aim of this concept analysis was to describe attributes, antecedents, and consequences of reflection in nursing professional development, as well as surrogate terms and a model case to inform nursing educators, students, and nurses about developing reflective skills. Methods: Rodgers' evolutionary cycle for concept analysis was used. Reflective practice has been widely adopted as a successful method for developing nursing through a variety of means and across a number of specialisms. The International textbook of reflective practice adopts the Sigma Theta Tau structure of Knowledge (Research), Service (Practice) and Learning (Education). The Knowledge section introduces the reader to the notion of Reflective practice has been widely adopted as a successful method for developing nursing through a variety of means and across a number of specialisms. The International textbook of reflective practice adopts the Sigma Theta Tau International Textbook of Reflective Practice in Nursing. Blackwell Publishing. Oxford. Sigma ThetaTau International Honor Society of Nursing. Friere, P. (1972). Pedagogy of the Oppressed.Â Reflective Practice: A critical analysis of data-based studies and implications for nurse education. Journal of Nursing Education 42 (11): 488-496. Schon, D.A. (1987). Educating the Reflective Practitioner. Jossey Bass, San Francisco. Download ppt "Why the rise of reflection now?"

transference in the nursing context, Reflective Practice: International and Multidisciplinary Perspectives, DOI:10.1080/14623943.2012.697880 To link to this article: <http://dx.doi.org/10.1080/14623943.2012.697880> PLEASE SCROLL DOWN FOR ARTICLE Full terms and conditions of use: <http://www.tandfonline.com/page/terms-and-conditions> This article may be used for research, teaching, and private study purposes. These empathic skills are especially valuable in nursing and the helping professions attempts to facilitate learning for supervisee practice (Hawkins & Shohet, 2006). Reflective practice has been widely adopted as a successful method for developing nursing through a variety of means and across a number of specialisms. The International textbook of reflective practice adopts the Sigma Theta Tau structure of Knowledge (Research), Service (Practice) and Learning (Education). The Knowledge section introduces the reader to the notion of Reflective practice has been widely adopted as a successful method for developing nursing through a variety of means and across a number of specialisms. The International textbook of reflective practice adopts the Sigma Theta Tau Dawn Freshwater is Professor of Nursing at Bournemouth University and Editor of Journal Psychiatric Mental Health Nursing, UK Beverley Joan Taylor is Professor of Nursing at Southern Cross University, Lismore, New South Wales, Australia. Gwen D. Sherwood is Professor at The University of North Carolina, USA. Excellent resource on reflective practice. Current literature is reviewed authors are the most prolific writers and researchers in this area. Very useful graphics and examples. See what's new with book lending at the Internet Archive. International textbook of reflective practice in nursing. Item Preview. remove-circle. Reflective practice: the state of the art / Dawn Freshwater -- Reflexivity: using reflection as an approach to research / Beverley J. Taylor -- Developing an evidence based approach to practice through reflection / Dawn Freshwater -- International perspectives in reflective practice: global knowledge / Beverley Taylor [et al.]

The book addresses using reflective practice for evidence-based clinical practice, curriculum and education, and research. As a result, the content may be useful for practicing nurses, educators, and researchers. After reading the first chapter on the state of the art of reflective practice, you can read the other chapters on a stand-alone basis.Â Aim: The aim of this concept analysis was to describe attributes, antecedents, and consequences of reflection in nursing professional development, as well as surrogate terms and a model case to inform nursing educators, students, and nurses about developing reflective skills. Methods: Rodgers' evolutionary cycle for concept analysis was used. This fifth edition of Reflective Practice in Nursing is an indispensable guide for students and practitioners alike who wish to learn more about reflective practice, as well as containing essential information for teachers and lecturers. About the Author. Chris Bulman and Sue Schutz are both Senior Lecturers within the Faculty of Health and Life Sciences, Oxford Brookes University, Oxford, UK.Â 2 Developing skills for reflective practice 23 Sue Atkins and Sue Schutz. 3 Writing to learn: writing reflectively 53 Sylvia Tate. 4 Reflecting in groups 93 Bernadette Carter. 5 An exploration of the student and mentor journey into reflective practice 121 Charlotte Maddison and Pam Sharp. Reflective practice enables nursing students to make sense of, and learn from, the experiences they have each day and if nurtured properly can provide skills that they will come to rely on throughout their nursing careers. Using clear language and insightful examples, scenarios and case studies, the new fourth edition of this bestselling book shows readers what reflection is, why it is so important and how they can use it to improve their nursing practice.Â This offers a clear and well-structured overview of theories and principles of reflective practice. Carefully linked to competences and practice standards, this should be really useful for students to get to grips with the tricky concepts of reflection, reflective practice and reflexivity.

Past editions of Reflective Practice in Nursing have appealed to a wide variety of readers – undergraduate and postgraduate students, practitioners from a range of backgrounds and experience, plus teachers, managers, mentors and professionals from other disciplines. This past success has motivated us to produce this latest publication. Chapter 1. 8 Reflective Practice in Nursing. The key point is that it is this intermingling of the cognitive, affective and action through reflection that has the potential to help nurses make sense of practice and make a difference to it. Seen as a way of critical being, reflection becomes more than simply a technique that we can teach you (although it may feel like that at the outset!) but rather a way of being in practice and in life (Johns 2009). Reflective practice is a widespread concept in nursing; however, few empirical studies have demonstrated the possible effects of such a practice. The goal of this article is to present a review of the empirical literature on nursing reflective practice. Thirty-seven studies published between 1995 and 2012 were selected and analyzed to identify their common characteristics and structure. Most of them are qualitative in nature and were conducted in an academic context. Although a lot has been written on the advantages of reflective practice, nursing research on this concept remains at an early stage. The authors recommend various paths for future research. Discover the world's research. International Journal of Research in Nursing. Original Research Paper. An essential component in professional nursing practice is nurses' ability to reflect on their work (Ulric et al., 2010). Reflection influences nursing practice and education around the world. Reflective practice is highly valued and strongly recommended in nursing education and practice (Smith et al., 2018). It also contributes to learning; it helps the learner to flatten and criticize the underlying understandings that have been developed around the repetitive experiences of a specialized practice and can develop new sense of the situations which the practice has developed it (Zhang et al., 2011). Reflective practice enhances public health nurse implementation of nurse-family partnership. Public Health Nursing, 27(2), 131-139. [Context Link]. Benner, P., Tanner, C., & Chesla, C. (2009). Expertise in nursing practice: Caring, clinical judgment, and ethics (2nd ed). New York: Springer. [Context Link]. In D. Freshwater, B. J. Taylor, & G. Sherwood (Eds.). International textbook of reflective practice in nursing (pp. 99-117). Oxford, UK: Sigma Theta Tau International-Wiley. [Context Link]. Esterhuizen, P., Freshwater, D., & Sherwood, G. (2008). Developing a reflective curriculum. In D. Freshwater, B. J. Taylor, & G. Sherwood (Eds.). International textbook of reflective practice in nursing (pp. 177-195).