

MODULE SPECIFICATION FORM

Module Title: Population approaches to specialist community public health nursing for health visitors and school nurses	Level: 6	Credit Value:40
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Module code: NHS667 (if known)	Cost Centre: GANG	JACS2 code: B712
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Semester(s) in which to be offered: 1 & 2	With effect from: September 2012
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Existing/New: New	Title of module being replaced (if any):	Public Health Policy and Practice Health Needs Assessment Health Promotion and Education
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Originating Academic area: Nursing & Occupational Therapy	Module Leaders: Janet Gargiulo
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Module duration (contact hours/directed/directed private study: 400 hrs comprising 70 hrs contact, 30hrs directed and 300 hrs of independent and practice based learning.	Status: core/option/elective (identify programme where appropriate):	Core BSc(Hons)/Graduate Diploma Specialist Community Public Health Nursing (Health Visiting or School Nursing)
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: BSc(Hons)/Graduate Diploma Specialist Community Public Health Nursing (Health Visiting or School Nursing)	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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Module Aims: The aim of this module is to enable students to develop a population approach to health in the study and practice of Specialist Community Public Health Nursing in health visiting or school nursing. This
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will be achieved by providing students with key skills and knowledge, enabling them to develop a systematic and critical approach to the assessment and management of population health to underpin their specialist community public health practice. Students will develop their independent learning by exploring public health with populations relevant to health visiting and school nursing through planning, managing and evaluating public health initiatives. The module will culminate in a health needs assessment in health visiting or school nursing which demonstrates their ability to manage an extended assignment in the subject of specialist community public health nursing.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Define and evaluate the historical, political and conceptual frameworks underpinning the development and practice of public health
2. Demonstrate advanced knowledge of the determinants of health, health inequalities, social diversity and social exclusion, in relation to specialist community public health practice
3. Critically analyse contemporary approaches to public health practice.
4. Evaluate the role of epidemiology in informing public health practice.
5. Carry out a health needs assessment on a population appropriate to health visitors or school nurses, evaluating the issues and problems and recommending appropriate solutions
6. Present an evaluative health improvement proposal and action plan, identifying and evaluating the methodologies chosen to promote the population health of a given community in health visiting or school nursing.

Transferable/Key Skills and other attributes:

- Demonstrate excellent verbal and written communication skills
- Exercise initiative
- Demonstrate independent learning ability.
- Demonstrate competency in word processing and the presentation of data
- Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied.
- Manage risk

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%).

1. **Health Needs Assessment Project (75%)** (6,000) This will involve the student in the carrying out and writing up of a systematic desk top review analysing the health issues facing a population with whom they are currently working. They will then select one aspect of the health of the chosen population and draw up a related proposal and action plan for health improvement. The proposal will include an exploration of relevant evaluation strategies. For example by undertaking an analysis of data from a number of sources, a health visiting student may identify a population of young mothers who are physically and socially isolated due to living in a very rural part of North Wales and therefore experiencing a higher incidence of postnatal depression. The student will then develop a health improvement strategy to address this problem. Evaluation will be discussed.
2. **Seminar Presentation (25%)**: The student will provide a 20 minute individual seminar presentation to their peer group, outlining the key findings of the desk top review and presenting the proposal for health improvement. The presentation will be marked against level 6 grading criteria for oral presentations.

The following derogations apply to this module:

Students must pass every element of assessment.

Any breach in confidentiality and anonymity will automatically be awarded a refer/fail grade.

Only two attempts at each element of assessment are permitted.

No condonement permitted

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	1,2,3,4 ,5 and 6	Desk top systematic assessment and proposal to improve the health of a population.	75%		6,000
Assessment two	1,2,3,4, 5 and 6	Presentation	25%		20 minutes.

Learning and Teaching Strategies: Lead lectures, group workshops and individual tutorials. As this is a dissertation module, in the second half of this period of study, students will be expected to develop independent learning with an academic supervisor to oversee their work. Practice- based learning will allow the students to focus on the realities of applying knowledge of population public health into health visiting or school nursing practice. Students must have at least three weeks(15 days) of practice learning time s

Syllabus outline: Historical context and definitions of public health, skills for public health work, partnership working, public participation, health protection. Health determinants and inequalities. Health needs assessment process and tools. Approaches to promoting population health. Presentation skills.

Bibliography

(please submit in Harvard referencing format)

Essential reading:

Baggott R., (2011) *Public Health Policy and Politics* (2nd Ed.), Hampshire, Palgrave MacMillan.
Carneiro I., Howard N., (2011) *Introduction to Epidemiology* (2nd Ed.), Berks. Open University Press.

Carr S., Unwin N., Pless-Mulloli T., (2007) *An Introduction to Public Health and Epidemiology*, (2nd Ed.), Berkshire, Open University Press.

Coles L., Porter E., (2008) *Public Health Skills a Practical Guide for Nurses and Public Health Practitioners*, Oxford, Blackwell Publishing Ltd.

Green J., Tones K., (2010) *Health Promotion Planning and Strategies*, London, Sage.

Hubbly J., Copeman J., (2008) *Practical Health Promotion*, Cambridge, Polity Press.

Jones L., Douglas J., (Eds.) (2012) *Public health: building innovative practice*, London, Sage Publications in association with Open University, Milton Keynes.

Naidoo J., Wills J., (2009) *Foundations for Health Promotion*,

Other indicative reading: (3rd ed.), London, Bailliere Tindal.

Lloyd, C.E., Handsley, S., Douglas, J., Earle S., Spurr S.,(Eds.) (2007) *Policy and practice in promoting public health*, London, Sage.

Walker P., John M., (2012) *From Public Health to Wellbeing*, Hampshire, Palgrave Macmillan.

Wills, J., (Ed.) (2007) *Vital Notes for Nurses; Promoting Health*, Oxford, Blackwell.