

Module Code:	NHS699D
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Module Title:	Family approaches to health for health visitors and school nurses
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Level:	6	Credit Value:	10
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Cost Centre(s):	GANG	JACS3 code:	B712
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School:	Social & Life Sciences	Module Leader:	Eleri Mills
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Scheduled learning and teaching hours	30 hrs
Guided independent study	70 hrs
Placement	90 hrs
Module duration (total hours)	190 hrs

Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework –

Level	Credit volume	Overall hours	learning	Contact learning hours	Independent learning hours
Level 3	20 credits	200 hrs		40	160
Level 4	20 credits	200 hrs		36	164
Level 5	20 credits	200 hrs		30	170
Level 6	20 credits	200 hrs		24	176
Level 7	20 credits	200 hrs		21	179

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons)/Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting or School Nursing)	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 01/12/2017

Version no:1

With effect from: 01/02/2018

Date and details of revision:

Version no:

Module Aims

The aim of this module is to equip students of specialist community public health nursing with the knowledge and skills to assess families and plan strategies to improve their health and wellbeing.

Aspects of biological, psycho- social and environmental sciences will be studied to provide students with the underpinning knowledge for effective specialist community public health nursing practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Critically reflect upon the historical, current and possible future role of health visitors or school nurses in working with families	KS9	
		KS1	
		KS8	
2	Evaluate theories relating to structure and function of families within a range of social and cultural environments	KS1	
		KS6	
3	Articulate family related policies and their use within practice	KS7	
		KS1	
4	Utilise biological, psycho-social and environmental scientific theory and apply critically to family related health visiting or school nursing	KS2	
		KS3	
5	Analyse the competence of interventions for individuals and/or families in need within an inter professional health environment	KS8	
		KS2	
		KS5	

Transferable skills and other attributes

- Demonstrate excellent verbal and written communication skills
- Exercise initiative and personal responsibility
- Demonstrate the 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.
- Demonstrate ability to make decisions in complex and unpredictable situations
- Manage risk.

Derogations

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:

Indicative Assessment Tasks:

Written Reflective Assignment. 3,000 words (100%)

The assignment will provide a detailed reflection upon the students practice in working with families in either a health visiting or school nursing role, depending upon the area of SCPHN in which the student is based in practice. The reflection will be informed throughout by theoretical understanding of family, within the relevant social and community context. Having chosen a family from practice, the student will reflect on how their theoretical understanding of families is enabling and enhancing their ability to delivery family centred care in collaboration with other professionals where required. An example would be working with parents to improve child behaviour.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-5	Reflective Practice	100	N/A	3,000

Learning and Teaching Strategies:

A variety of teaching and learning strategies will be used in the classroom and in practice. Lead lectures will be provided to address core concepts on the module. At least 15hrs of contact time will be spent exploring specific case studies, problems, group discussion and tutorials to enable students to apply core concepts to the field of school nursing or health visiting. This will be supported through further materials and discussion via the University VLE. Visiting speakers, shared learning, role play and simulation will be used to enable inter professional approaches to family health practice which is followed up in practice based learning.

Practice based learning will introduce students to the role of the health visitor and school nurse in practice and will explore the normal concepts of working with families within specialist community public health nursing. An experiential strategy, including direct observation and indirect supervision, guided practice, observed independent practice, verbal and written feedback will be used to support students learning.

Syllabus outline:

The historical, current and possible future role of specialist community public health nurses – health visiting and school nursing. Theories of the family and family relationships, cultural differences in families, family centred policies and care. Family health assessment, breastfeeding, attachment and caring, looked after children, parenting and housing.

Indicative Bibliography:
Essential reading
<p>Adams R., (Eds.) (2012) Working with Children and Families, Basingstoke, Palgrave.</p> <p>Gerhardt S., (2010) Why Love Matters, Routledge, Sussex</p> <p>Green Dr. C., (2010) Babies: A Parent's Guide to Enjoying Baby's First Year, London, Simon and Schuster</p> <p>Howarth J., (Ed.) (2010) The Child's World, (2nd Ed.) London, Jessica Kingsley Publishers.</p>
Other indicative reading
<p>Green Dr.C., (2006) New Toddler Taming, London, Simon and Schuster</p> <p>Green Dr. C., (2000) Beyond Toddlerdom, London, Simon and Schuster</p> <p>Luker A., Orr J., McHugh G.A., (Eds.) Health Visiting, A Rediscovery (3rd Ed.), Chichester, John Wiley & Sons.</p>