

<b>Module Code:</b>	NHS746D
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<b>Module Title:</b>	Family Approaches to health for health visitors and school nurses
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<b>Level:</b>	7	<b>Credit Value:</b>	10
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<b>Cost Centre(s):</b>	GANG	<b>JACS3 code:</b>	B712
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Janet Gargiulo
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Scheduled learning and teaching hours	30 hrs
Guided independent study	70 hrs
Placement	90 hrs
<b>Module duration (total hours)</b>	<b>190 hrs</b>

*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
MSc Specialist Community Public Health Nursing	✓	<input type="checkbox"/>
Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting or School Nursing)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
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	
1	Critically appraise historical, current and future contexts for health visitors or school nurses, evaluating the impact this has on current and future roles with families	KS6	KS2
		KS1	KS9
2	Critically debate theories relating to structure and function of families within a range of social and cultural environments reflecting on how these inform decision making in practice	KS6	
		KS1	
3	Demonstrate an in depth knowledge of family related policies, synthesising these within practice	KS6	
		KS1	
4	Critically discuss biological, psycho-social and environmental scientific theory, reflecting critically upon the evidence base it provides to the practice of family related health and specialist community public health nursing	KS6	KS7
		KS1	
5	Competently assess and critically examine interventions for individuals and/or families in need within an inter-professional health environment	KS6	KS2
		KS1	
		KS3	

### 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

All elements of assessment must be passed.  
Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

### Assessment:

Indicative Assessment Tasks:

Written Critically Reflective Assignment. 3,500 words (100%)

The student will present a critical reflective assignment demonstrating in depth debate of the multiple theoretical perspectives underpinning their work families, evaluating how this informs complexity in ongoing decision making and family centred care and recognising the need to work collaboratively with other professionals. An example would be working with parents to improve child behaviour – the example will be pertinent to school nursing or health visiting.

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	3,500

### 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 15 hrs 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. Students will be provided with a formative review of their practice development in health visiting or school nursing.

**Syllabus outline:**

The historical, current and possible future role of specialist community public health nurses. 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. Family care of complex health needs. Multi agency and inter professional working with families. 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.

**Indicative Bibliography:****Essential reading**

Adams R., (Eds.) (2012) Working with Children and Families, Basingstoke, Palgrave.

Gerhardt S., (2010) Why Love Matters, Routledge, Sussex

Green C., (2010) Babies: A Parent's Guide to Enjoying Baby's First Year, London, Simon and Schuster

Howarth J., (Ed.) (2010) The Child's World, (2<sup>nd</sup> Ed.) London, Jessica Kingsley Publishers.

**Other indicative reading**

Green C., (2006) New Toddler Taming, London, Simon and Schuster

Green C., (2000) Beyond Toddlerdom, London, Simon and Schuster

Luker A., Orr J., McHugh G.A., (Eds.) Health Visiting, A Rediscovery (3<sup>rd</sup> Ed.), Chichester, John Wiley & Sons.