

Module specification

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Module Code	NHS7E9
Module Title	Population Health Challenges
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100281
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Post Graduate Diploma in Community Specialist Practice (District Nursing)	Core
MSc Community Specialist Practice	Core
Standalone module aligned with MSc Community Specialist Practice	Option

Pre-requisites

All students must be NMC registered nurses (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme.

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module aims to equip the student with specialist knowledge of epidemiology, demography and social determinants of health. It will facilitate a critical assessment of health needs, maximising health promotion and empowerment of service users.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically analyse the multifactorial influences on health outcomes. (SPQ proficiencies 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, 2.13 2.14, 3.12)
2	Promote the adoption of informed healthy behaviours and evaluate the use of advanced communication skills in shared decision making. (SPQ proficiencies 2.12, 3.2, 3.8, 3.13, 3.15, 4.12)
3	Evaluate individual capacity, health literacy and vulnerability to mitigate risks and support those facing challenges. (SPQ proficiencies 3.3, 3.4, 3.5, 3.6, 3.7, 4.8)
4	Apply specialist knowledge of social prescribing, networking, and local initiatives to support individual and community outcomes. (SPQ proficiencies 2.7, 2.8, 2.9, 2.10, 6.4)

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Formative assessment: Identify and share with peers within class a local initiative related to social prescribing.

Summative Assessment: PowerPoint Presentation with a 500-word summary and oral defence.

Deliver a 15-minute PowerPoint presentation to peers. The presentation will focus on empowering an individual to maximise their full potential for health. Students will analyse influencing factors, individual capabilities, and challenges, empowering the individual with the aid of social prescribing.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Presentation	100%



Derogations

The student must pass all assessment elements in order to pass the module. No compensation is allowed.

Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a ‘blended learning’ approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled ‘live’ seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

Indicative Syllabus Outline

- Social determinants of health
- Epidemiology
- Demography
- Health behaviours
- Social prescribing
- Genomics
- Health promotion
- Capacity and best interests’ decisions
- Safeguarding
- Shared decision making
- Communicable disease surveillance

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Nettleton, S. (2021), *The Sociology of Health and Illness. 4th ed.* Cambridge: Polity.

Other indicative reading

Ratcliffe, K. (2017), *The Social Determinants of Health: Looking Upstream.* Connecticut: Polity.