Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	NUR517
Module Title	Promoting Healthy Behaviours
Level	5
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100279, 100280, 100287
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Adult Nursing	Core
Bachelor of Nursing (Honours) Children's Nursing	Core
Bachelor of Nursing (Honours) Mental Health Nursing	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	84 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	**84** hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

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Initial approval date	03/03/2020
With effect from date	Sept 22
Date and details of revision	Revalidated 30/3/22 with additional fields for Children's Nursing and Mental Health Nursing

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Module aims

This module aims to develop the student nurse's understanding of current approaches to behaviour change, to enable people to use their strengths and expertise and make informed choices when managing their own health and making lifestyle adjustments.

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

1	Explore the psychological and sociological influences on health, and their implications for nursing practice (within the field of practice). (**NMC** P2 2.2, 2.3, 2.6, 2.7)
2	Analyse the importance of behaviour change management, health literacy and the available resources for promoting a healthy lifestyle (within the field of practice). (NMC P1 1.4, 1.6,1.9,1.11, 1.14, P2 2.1, 2.4, 2.5, 2.8, 2.9, 2.10, P3 3.4, 3.6, 3.15, 3.16, P4 4.2, 4.3,4.4 P5 5.4 P7 7.4, 7.8)
3	Analyse the impact of the environment in health care maintenance (within the field of practice). (**NMC** P2 2.1, 2.3, 2.6, P5 5.12 P7 7.3,7.9, 7.13)
4	Examine how spiritual and compassionate care is applied and integrated into nursing practice (within the field of practice). (**NMC** P1 1.13**,** 1.20**,** P2 2.5, P3 3.4, 3.5 P4 4.1)
5	Develop the ability to meet individual learning needs through the use of a reflective portfolio based approach (within the field of practice). (**NMC** P1 1.1,1.2,1.3,1.5,1.17, 1.19, P6 6.11).
6	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (within the field of practice). (**NMC** P4 4.14)

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.

Assessment One

Present a case study within the field of practice discussing the care of a patient in an acute care, primary care, or private health care setting where behaviour change management input is required (for example in relation to smoking, substance and alcohol use, sexual behaviours, diet or exercise this list is not exhaustive). The patient's needs must be considered beyond the particular medical/mental health needs that the patient presents with. The student will be expected to read contemporaneous literature around the topic in order to present an evaluation of the complexity of psychological, sociological and spiritual aspects of

the patient's care. The presentation will be delivered through electronic media, i.e. PowerPoint, and a reference list must be provided.
Duration: 15 minutes with reference list.

Assessment Two

The student will sit an on-line examination that will demonstrate the student's ability to carry out drug calculations within the field of practice that will be recorded as a pass/fail (pass mark set at 90%). The maximum time to complete the examination is two hours (most students complete this in one hour).

Assessment Three

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are summatively assessed in this module at the end of the academic year as Pass / Fail.

For the purpose of the assessment board, the mark for the Portfolio (Pass/Fail) element will be recorded separately under NUR517P for consideration at the end-of-year board. Assessment elements 1 and 2 will be submitted to an earlier board, providing students with the opportunity to resit before the end of the year.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Presentation	100%
2	6	Examination	Pass/Fail
3	5	Portfolio	Pass/Fail

Derogations

- The Safe Medicate examination examinations in BN (Hons) programme will be set as pass/fail with a pass rate of 80%, 90% and 100% respectively for level 4, 5 and 6. Re-sits must also achieve 80%, 90% and 100% for the respective years. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module
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- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.

- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.

- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.

- Feedback on assessed work will be provided within four weeks of submission

- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

Learning and Teaching Strategies

A variety of learning and teaching strategies will be used. Interactive lectures will be used to provide core knowledge, whilst lecturer-facilitated, student-led small group discussion and seminars will support learning.

Indicative Syllabus Outline

The content will include the following applied to the context of the specific field of nursing:

Sociological context of care/ Public health including health inequalities, minority groups/Health literacy/Impact of smoking, substance and alcohol use, sexual behaviours, diet and exercise on mental, physical and behavioural health and wellbeing in context of people's individual circumstances/ Family environment and importance of early years and childhood experiences and the possible impact on life choices, mental, physical and behavioural health and wellbeing/ Practice and evidence base for health screening/ Psychological context of care- being a patient, health beliefs and behaviours (Health Belief Model), locus of control, sick role/ Carer aspects/Behaviour change and use of appropriate communication skills and strength based approaches to support and enable people to make informed choices to manage their health, child's health/ Managing health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capacity, level of cognitive development and understanding/ill health and disability/Understanding the professional responsibility to maintain a healthy lifestyle/Politico-economic agenda / Social Policies / Spirituality, Dignity and compassionate care / Nursing philosophies and theories / National guidelines/Signposting of structured health education and current and national health behaviour initiatives/ Safemedicate/ Moving and Handling update.
(Development of Communication and relationship management skills identified in Annex A/Development of Nursing procedures as identified in Annex B).

Adult Field Specific delivered by Adult Field Lecturers
Safemedicate/case studies within the field of practice
Psychological context of care- being an Adult patient
Practice and evidence base for health screening Adult

Assignment brief and tutorials - formative and summative assessment preparation.

Children's Nursing Specific delivered by Child Field Lecturers
Safemedicate/ case studies within the field of practice
Psychological context of care- being a Child patient
Practice and evidence base for health screening Child
Assignment brief and tutorials - formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health Field Lecturers
Safemedicate/ case studies within the field of practice
Psychological context of care- being a mental health patient
Practice and evidence base for health screening mental health
Assignment brief and tutorials - formative and summative assessment preparation.

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1 (Adult Only)

General principles of health and nursing/Child Care and Paediatrics/Mental health and Psychiatry/ Social Sciences – sociology and psychology/Preventative medicine/Health Education.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (1.1,1.2,1.3,1.4,1.5,1.11, 1.16,1.17, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10)

Platform 3 Assessing needs and planning care (3.4, 3.6,3.15, 3.16)

Platform 4 Providing and evaluating care (4.1, 4.2, 4.3, 4.4, 4.14, 4.16)

Platform 5 Leading and managing nursing care and working in teams (5.4, 5.12)

Platform 6 Improving safety and quality of care (6.11)

Platform 7 Coordinating care (7.3,7.4,7.8, 7.9,7.13)

QAA Standards

5.2 x,xi,xiv

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update (further field specific reading will be available in module handbook).

Essential Reads

Collyer, F. (ed.) (2015), *T*he Palgrave Handbook of Social Theory in Health, Illness and Medicine. London: Palgrave.

O'Brien, M.E. (2017), Spirituality in Nursing. 6th ed. London: Jones Barlett Learning.

Prestwich, A., Kenworthy, J. and Conner, M. (2018), Health Behaviour Change: Theories, Methods and Interventions. Abingdon: Routledge.

Sarafino, E. P. and Smith, T.W. (2016), Health Psychology: Biopsychosocial Interactions. 9th ed. Hoboken, NJ: Wiley.

Starkings, S. and Krause, L. (2018), Passing Calculation Tests for Nursing Students. 4th ed. London: Sage.

Other indicative reading

Korin, M. (2018), Health promotion for children and adolescents. New York: Springer (For children's nursing)

McCormack, B. and McCance, T. (2017), Person Centred Practice in Nursing & Health Care: Theory & Practice. 2nd ed. Oxford Wiley Blackwell.

Nash, M. (2014), Physical Health and Wellbeing in Mental Health Nursing. 2nd ed. Berkshire, McGraw Hill. (For mental health nursing)

Potter, A. and Stockert, P. (2017), Fundamentals of Nursing. 9th ed. London: Elsevier.

Public Health Wales (2021), Child Measurement Programme Wales available from: *https://phw.nhs.wales/services-and-teams/child-measurement-programme/* [Electronically accessed 20th May 2021] (For children's nursing)

Employability skills – the Wrexham Graduate

Each module and programme is designed to cover core Wrexham Graduate Attributes with the aim that each Graduate will leave Wrexham having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working

Critical Thinking
Emotional Intelligence
Communication