

Module Code:	NHS 60L
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Module Title:	Individual approaches to Specialist Community Public Health Nursing for health visitors and school nurses
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Level:	6	Credit Value:	20
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Cost Centre(s):	GANG	JACS3 code:	B712 / B713
		HECoS code:	

Faculty	Health Sciences	Module Leader:	Diana Hughes-Morris
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Scheduled learning and teaching hours	200
Guided independent study	(176) personal study hrs
Placement	100 hrs
Module duration (total hours)	Module duration (contact hours / directed / directed private study: 200 hrs 100 hrs of theory of which contact (24hrs) directed (38hrs) and (38hrs) personal study.

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 learning hours	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. in Specialist Community Public Health Nursing(Health Visiting or School Nursing)	✓	<input type="checkbox"/>
Pre-requisites		

Office use only

Initial approval: 30/10/19

Version no: 1

With effect from: Sep 2019

Date and details of revision:

Version no:

Module Aims

Module Aim: The aim of this module is to equip students of specialist community public health nursing in the field of health visiting or school nursing with the knowledge and skills to assess individuals and plan strategies to improve their and their clients' 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 for health visiting and school nursing.

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 explore issues and theories related to vulnerable groups and individuals at risk and the importance of working effectively in collaborative inter-professional teams	KS	1
		KS	2
		KS	3
2	Critically examine biological, psycho-social and environmental scientific theory which applies to individual health and specialist community public health nursing	KS	7
		KS	4
3	Evaluate the ethical principles applied to specialist community public health nursing	KS	1
		KS	9

4	Demonstrate a comprehensive knowledge of legislation pertaining to specialist community public health nursing for health visitor and school nursing.	KS	9
		KS	6

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

Indicative Assessment Tasks:

Assessment : Seen Examination (100%)

Students will be given an examination topic relevant to the care and management of individuals within their field of Specialist Community Public Health nursing (health visiting or school nursing).

The subject will be launched two weeks prior to the examination date to enable students to research the scenario fully.

On the day of the examination, students will be given a relevant client case scenario. They will systematically examine the evidence base using this to debate and support assessment, intervention and evaluation of their own and inter professional involvement to facilitate the client achieving maximum health potential.

An example for health visiting students would be a case scenario of a mother with postnatal depression. An example for school nurse students would be a case scenario of a young person presenting with an unintended pregnancy.

Students will not be allowed notes or additional materials in the examination room.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1		Examination		

Learning and Teaching Strategies:

Learning and Teaching Strategies: Lead lectures will be given in relation to the core syllabus subjects. 18hrs of module contact time will be spent in specialist application for health visitors or school nurses. In these sessions, specific case studies, specialist teaching, group seminars and discussions will enable students to apply key concepts to their field of practice. Specialist learning will be reinforced through the materials, activities and discussion on Moodle.

Tutorial support will be offered to the student in preparation for the examination.

External speakers will be invited for some sessions with the expectation that current specialist information can be distributed.

Syllabus outline:

The syllabus intends to capture various aspects pertaining to the individual and health. This is to include:

- Child and adolescent surveillance and development.
 - Protection of vulnerable persons.
 - Early brain development,
 - Immunisation, nutrition,
 - Hearing and vision,
 - Dental health,
 - Sexual health and sexual orientation
 - Minor ailments,
 - Managing chronic illness and life limiting conditions. ➤ Medicines in schools. ➤
- Mental health,
- Addictive behaviours,
 - Youth work, youth justice,
 - Legal and ethical framework

Indicative Bibliography:

Essential reading

Cowie, H., (2019) *From Birth to Sixteen: Children's Health, Social, Emotional and Linguistic Development*. London, Routledge.

Emond, A. (Ed.)(2019). *Health for All Children (5th Ed.)*, Oxford: Oxford University Press.

Linden, J. & Webb, J. (eds.) (2016) *Safeguarding and Child Protection*. London. Hodder Education.

Luker, A., Orr J., & McHugh G. A., (Eds.) (2012) *Health Visiting A Rediscovery (3rd Ed.)*, Chichester, John Wiley & Sons.

Thurtle, V., & Wright J., (Eds.) (2007) *Promoting the Health of School Age Children*, London, Quay Books.

Thornton, S., (2008) *Understanding Human Development*, Basingstoke, Palgrave MacMillan.

Other indicative reading

Reed J., & Warner-Rogers J., (2008) Child Neuropsychology, Chichester, Wiley-Blackwell.

Sheridan M.D., (Revised and updated by Sharma A., Cockerill H.) (2008) From Birth to Five Years (3rd Ed). London, Routledge.

Plus Journals and current policies.