

**MODULE SPECIFICATION**

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<b>Module Code:</b>	NUR517
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<b>Module Title:</b>	Promoting Healthy Behaviours
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<b>Level:</b>	5	<b>Credit Value:</b>	40
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<b>Cost Centre(s):</b>	GANG	<b>JACS3 code:</b>	B740
		<b>HECoS code:</b>	100279

<b>Faculty</b>	Social & Life Sciences	<b>Module Leader:</b>	Angela Williams
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Scheduled learning and teaching hours	84 hrs
Placement	See Programme Specification
Guided independent study	178.5 hrs
<b>Module duration (total hours)</b>	<b>262.5 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Bachelor of Nursing (Honours) with Registered nurse (Adult)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

<b>Office use only</b>	
Initial approval: 03/03/2020	Version no: 1
With effect from: 26/05/2020	
Date and details of revision:	Version no:

## 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. ( <b>NMC</b> 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. (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. ( <b>NMC</b> 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. ( <b>NMC</b> 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. ( <b>NMC</b> 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. ( <b>NMC</b> P4 4.14)

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	I
Ethical	IA
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	
Organisation	
Leadership and team working	I

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
Critical thinking	I
Emotional intelligence	IA
Communication	IA

### **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.
- 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 have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- 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'.
- Timing of feedback and release of assessment results for modules Foundations of Health and Wellbeing level 4 end of part one (add code when validated), Promoting Health Behaviours end of part two (add code when validated) & Leading and Managing Nursing Care end of part three (add code when validated) to be separated from the practice portfolio component, and : Marks for the above modules will be presented at the appropriate assessment board, with marks for portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the September board. The pass/fail for portfolio element of the above modules will only be presented at the September board.
- 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

## Derogations

hours of clinical practice over the 3 years (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.

## Assessment:

Indicative Assessment Tasks:

### *Assessment One*

Present a case study 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 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.

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

## 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.

## Syllabus outline:

### The content will include the following:

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/ Managing health challenges in order to have satisfying and fulfilling lives within the limitations caused by reduced capacity, 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 (e.g. *Fundamentals of Care*)/ 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).

### The above syllabus takes account of the following:

#### EU Directive Annex V2 Point 5.2.1

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:

### Essential reading

### Indicative Bibliography:

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

O'Brien, M.E. (2017), *Spirituality in Nursing*. 6<sup>th</sup> 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*. 9<sup>th</sup> ed. Hoboken, NJ: Wiley.

### Other indicative reading

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

Potter, A. and Stockert, P. (2017), *Fundamentals of Nursing*. 9<sup>th</sup> ed. London: Elsevier.