

Module specification

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Module Code	NUR702
Module Title	Health Vulnerability and Promoting Healthy Behaviours
Level	7
Credit value	30
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
MSc Adult Nursing	Core
PG Dip Adult Nursing	Core
MSc Mental Health Nursing	Core
PG Dip Mental Health Nursing	Core
MSc Children's Nursing	Core
PG Dip Children's Nursing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	135 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	135 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	240 hrs
Module duration (total hours)	375 hrs

For office use only	
Initial approval date	11 th November 2022
With effect from date	01/01/2023
Date and details of revision	
Version number	1

Module aims

This module aims to develop the student nurse's understanding of normal physiological functioning of body systems in health. It will also develop knowledge and understanding of vulnerability in society, current approaches to health promotion and 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	Critically explore the psychological, sociological, environmental and political influences on health, and their implications for nursing practice (within the field of practice). (NMC P2 2.2, 2.3, 2.6, 2.7 P5 5.12 P7 7.3, 7.13)
2	Critically 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, 1.6,1,1.11, 1.14, P2 2.1, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 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	Demonstrate and apply knowledge of human development, body systems and homeostasis, human anatomy and physiology, biology and pharmacology (within the field of practice). (NMC P3 3.1, 3.2, P4 4.6)
4	Identify groups in society who are particularly vulnerable and critically examine the circumstances, which create vulnerability (within the field of practice). (NMC P1 1.12, P2 2.2, 2.3, 2.4, P3 3.9, 3.10 P7 7.9)
5	Identify relevant and significant legislation, policies and guidelines in relation to the protection of vulnerable people (within the field of practice). (NMC P1 1.2, 1.4, 1.14, 1.16, P3 3.6, 3.7, 3.8, 3.9, P6 6.2, 6.3,)

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 field specific case study relating to a vulnerable patient/client/service user 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 health promotion requirements must be considered beyond the particular medical or mental health needs that the patient presents with demonstrating how biopsychosocial factors can make the client/service user vulnerable. The presentation will be delivered through electronic media, i.e. PowerPoint, and a reference list must be provided. Duration: 20 minutes with reference list.

Assessment Two

Anatomy and Physiology Examination – Short answer questions and multiple choice questions. Duration: 2 hours maximum.

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each part as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 4, 5	Presentation	50%
2	3	Examination	50%

Derogations

- Postgraduate Diploma/Master of Science Nursing students will be allowed two attempts at each module. This excludes the Safe Medicate examination in each part of the programme, where three attempts will be allowed.
- There are no compensatory passes in the Postgraduate Diploma/Master of Science Nursing programme due to professional body requirements, and all assessment elements of each module must be passed.
- Postgraduate Diploma/Master of Science 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 30 credit modules at level 6 & 7 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 six modules/two years of the programme.

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:

Vulnerability in society

Introduction to psychological and sociological concepts/ Introduction to epidemiology, demography, genomics and wider determinants of health, / Global patterns of health and wellbeing/ Public health and promoting health and wellbeing / Introduction to biopsychosocial aspects of health vulnerability (e.g. values, beliefs, cultural characteristics, diversity, language requirements and vulnerable groups/ recognise and assess people at risk of harm and the situations that put them at risk and prompt action to safeguard those who are vulnerable/learning disability across the lifespan taking account any need for adjustments / Introduction to health and social care related legislation, policy and guidelines - national and local level (including Safeguarding/ NSF, Mental Capacity Act, Mental Health Act, DOLS, Fraser guidelines/consent) / Interactions between physical and mental health and illness (including self-harm and suicidal ideation) / Safeguarding children, learning disabilities and adults/ Safeguarding - recognise and assess people at risk of harm and the situations that may put them at risk, prompt actions to be taken to safeguard those that are vulnerable / Domestic abuse and vulnerability / Bereavement and last offices / Role of health care professionals in meeting health vulnerability (including use of appropriate communication skills and strength based approaches) / Fundamentals of care (Respecting people)/ Pathogenesis, immunology and evidence base for immunisation, vaccination and herd immunity.

Health behaviours

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 / Signposting of structured health education and current and national health behaviour initiatives/ SafeMedicate.

Body Systems

Human development (conception to death)/ body systems and homeostasis/ human anatomy and physiology, biology, pharmacology, basic chemistry and the cell/ genetics/ embryology/ blood and fluid balance/ integumentary system/ skeletal system/ muscular

system/ nervous system/ special senses/ endocrine system/ glucose monitoring/ cardiovascular system/ vital signs/ lymphatic and immunity/ respiratory system/ oxygen therapy/ digestive system/ urinary system/ reproductive system/ bacteriology/ virology and parasitology/ biochemistry/ pathology.

Recognising One's Own Limitations

Professional judgement and values / Competence and individual limitations / Self-awareness (including emotional intelligence and signs of vulnerability in themselves and colleagues and actions to minimise risks to health) / Understanding of strategies that develop resilience/ Opportunity awareness / Practising reliably and safely / Risk assessment (generic).

Meeting Individual Learning Needs

Introduction to Continual Professional Development / Reflection and clinical supervision / Injection technique/ Aseptic technique (including ANTT)/ Basic medicines calculations numeracy, digital and technological skills/ Safe Medicate- Medicine administration and management. (Development of Nursing Procedures as identified in Annex B).

Adult Field Specific delivered by Adult field Lecturers

Safeguarding in context of Adult/ field specific pharmacology/ Basic medicines calculations numeracy/ Safe Medicate- Medicine administration and management/assignment brief and tutorials –formative and summative assessment preparation / recognise and assess people at risk of harm and the situations that put them at risk and prompt action to safeguard those who are vulnerable and law in context of adult.

Children's Field Specific delivered by Child field Lecturers

Safeguarding in context of children/field specific pharmacology/ Basic medicines calculations numeracy/ Safe Medicate- Medicine administration and management/ assignment brief and tutorials –formative and summative assessment preparation / assignment brief and tutorials/ recognise and assess people at risk of harm and the situations that put them at risk and prompt action to safeguard those who are vulnerable and law in context of children.

Mental Health Field Specific delivered by Mental Health field Lecturers

Safeguarding in context of Mental Health/ field specific pharmacology/ Basic medicines calculations numeracy/ Safe Medicate- Medicine administration and management/ assignment brief and tutorials –formative and summative assessment preparation / recognise and assess people at risk of harm and the situations that put them at risk and prompt action to safeguard those who are vulnerable and law in context of mental health.

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/ Nursing Principles of Maternity care/ Nursing principles of care of the old and geriatrics/ anatomy and physiology/ bacteriology, virology and parasitology/biophysics, biochemistry and radiology/ dietetics/hygiene/ pharmacology/ Nature and Ethics of the profession.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (1.2,1.4,1.6,1.9,1.11,1.12, 1.14,1.16)

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, 2.10,2.11)

Platform 3 Assessing needs and planning care (3.1, 3.2, 3.4, 3.6,3.7,3.8,3.9,3.10,3.15, 3.16)

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

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

Platform 6 Improving safety and quality of care (6.2, 6.3,)

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

QAA (2019) Subject Benchmark Statement Health Studies

5.2 vi, x , xi, xii, xiv, xv, xvi

QAA (2020) Characteristic Statement Master's Degree

Section 2-Category 3: Section 3: 3.2, 3.3, 3.4

Indicative Bibliography:

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

Essential Reads

De Chesnay, M. and Anderson, B.A. (2020), *Caring for the Vulnerable: Perspectives in Nursing Theory, Practice and Research*. 5th ed. London: Jones & Bartlett Publishers.

Jenkins, G.W., Kemnitz, C.P., and Tortora, G.J. (2016), *Anatomy and Physiology: From Science to Life*. 4th ed. Hoboken, NJ: John Wiley and Sons.

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

Sarafino, E. P. and Smith, T.W. (2022), *Health Psychology: Biopsychosocial Interactions*. 10th ed. Hoboken, NJ: Wiley.

Other indicative reading

Brotherton, G and Cronin, C. (2021), *Working with Vulnerable Children, Young People and Families*. 2nd ed. Abingdon: Routledge. (For children's nursing)

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

Mutsatsa S. (2015), *Physical Healthcare and Promotion in Mental Health Nursing*. London: Sage. (For mental health nursing)

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

Starkings, S. and Krause, L. (2021), *Passing Calculation Tests in Nursing: Advice, Guidance and Over 500 Online Questions for Extra Revision and Practice*. 5th ed. London: Learning Matters.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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