MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)				
Module Code	UZVRTX-40-3		Level	3	Version	1
UWE Credit Rating	40	ECTS Credit Rating	20	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Health Community and Policy Studies	
Department	Health and Social Science		Module Type	Professional Practice	
Contributes towards	BSc (Hons) Public Health: Specialist Community Public Health Nursing				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	M level version		Module Entry requirements	NMC Pin Employed in appropriate environment to meet learning outcomes	
First CAP Approval Date			Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Assess, plan, deliver and evaluate health interventions to improve the health and well-being of the individual, family, community and defined population. (Component A and B) 2. Demonstrate development of the SCPHN personal and professional attributes in order to build positive relationships with individuals, families, communities and professionals using a partnership approach. (Component A and B) 3. Through the use of frameworks and reflective tools examine personal and professional development recognizing challenges, barriers and/or limitations to own effective work performance. (Component A and B) 4. Demonstrate practice according to the UNICEF competencies of Baby Friendly (health visiting pathway only) (Component A)

	5. Demonstrate an understanding of the importance of the voice of the child or other service user in improving and developing services. (Component A and B) 6. Prioritize safeguarding concerns, recognizing and responding appropriately including initiating the management of cases where necessary with partner agencies. (Component A and B) 7. Develop, implement understanding of, and examine practice through the use of up to date evidence, research and policy guidance. (Component A and B) 8. Identify and illustrate the ethical and legal factors influencing SCPHN working practices (Component A and B)
Syllabus Outline	The module contributes to students achieving the NMC Standards of Proficiency for Specialist Community Public Health Nurses (2004) for entry to the third part of the NMC register. The syllabus focus is on developing students who are competent and effective practitioners, able to work in partnership with children, young people, families, people in employment and communities in order to improve health and social outcomes. The emphasis on "how" student's work in partnership with these groups and build effective relationships are vital in ensuring outcomes are improved and inequalities reduced. As well as focusing on the SCPHN competencies the module also focuses on the development of the SCPHN attributes (DH, 2012) Each day focuses on a theme, which facilitates learning and development in line with the learning outcomes of the module. The start of each day will begin with a video clip/music/ activity that focuses on the voice of the child or other service user. The end of each day will focus on the development of the SCPHN attributes. This will set the theme of the day. All three pathways will include the following sessions. Overview of the module Development through the lifespan Assessment of health needs Emotional health and wellbeing Healthy lifestyles Service user involvement Community capacity building Interventions including therapeutic communication Safeguarding Children and Vulnerable Adults Domestic Abuse
Contact Hours	UWE Contact time will be 10 days (60 hours) Contact time will include lectures, seminars and workshops.
Teaching and Learning Methods	**Scheduled learning**: Learning in practice will comprise a minimum of 100 hours. **Placement learning**: (approx. 60 hours) includes lectures, seminars and workshops and tutorials. **Independent Learning** (approx. 240 hours) includes hours engaged with essential reading, portfolio completion, assignment preparation and completion

Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				40	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
400	60	240	100	400	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment, portfolio,

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Portfolio				P/F
Coursework assessment percentage				100%
				100%

Reading Strategy	Core reading Any core reading for the module and the method for accessing it will be indicated clearly in the Module handbook which will also reflect the range of reading to be carried out. Further reading Further reading will be required to supplement any core reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and internet resources, many of which can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. Access and skills The development of literature searching skills is supported by Library workshops. Additional support is also available through the library web pages, including interactive tutorials on finding books and journals, evaluating

	information and referencing, the HAS Library Online Workbook and Ask a Librarian, which offers live chat with a librarian and is a 24 hour service staffed by UWE and our partner libraries. Students can also contact the library by e-mail or phone. Blackboard This module is supported by Blackboard. Direct links to information sources will also be provided from within Blackboard **Blackboard** This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard
Indicative Reading List	***Indicative Resources*** *Indicative Resources* The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook. All pathways: Morrow, E., Boaz, A., Brearly, S. and Ross, F. (2012) *Handbook of service user involvement in nursing and healthcare research*. Oxford: Wiley-Blackwell. Pollard, K, Thomas, J & Miers, M. (eds) (2010) *Understanding Inter-professional Working in Health and Social Care* Palgrave Macmillan, Basingstoke Thornbury, G. (2009) *Public Health Nursing – A textbook for Health Visitors, School Nurses and Occupational Health* Nurses. Oxford: Blackwell. Watkins, D. and Cousins, J. (2010) Public Health and Community Nursing. Bailliere Tindall Health Visiting Pathway: Cowie, H. (2012) *From birth to sixteen years: children's health, social, emotional and linguistic development*. London: Routledge. Gerhardt, S. (2004) *Why Love Matters*. London. Routledge. Hall, D. and Elliman, D. (2006) *Health for all Children* [online]. 4th (rev.) ed. Oxford University Press. Gallagher, A., & Hodge, S. (2012) *Ethics, law and professional issues: a practice-based approach for health professionals*. Basingstoke: Palgrave Macmillan. Mitcheson, J. (2008) *Public Health Approaches to Practice* [online]. Cheltenham: Nelson Thornes. School Nursing pathway DeBell, D. (2007) *Public Health Practice and the School-Age Population*. London: Hodder Arnold.

Cowie, H. (2012) *From birth to sixteen years: children's health, social, emotional and linguistic development*. London: Routledge

Occupational Health pathway

Lewis, J and Thornbury G, (2010) *Employment Law and Occupational Health: A Practical Handbook*. Chichester: Wiley Blackwell.

Students will be directed to reading which is either available electronically. They will also be expected to read more widely by identifying relevant material using the Module Handbook, the Library Catalogue and resources such as those listed below:

Websites
http://www.dwp.gov.uk/health-work-and-well-being/
www.who.int/occupational_healt/regions/en/oeheurnursing.pdf
http://www.ilo.org/ilolex/english/convdisp1.htm
www.hse.gov.uk
www.rcn.org.uk
www.dh.gov.uk
www.nice.org.uk
www.dh.gov.uk/publications
http://www.ihv.org.uk

Part 3: Assessment

| Assessment Strategy | The module is assessed through two components:

Component A: Practice portfolio related to the achievement of the SCPHN Proficiency Standards

The assessment of professional practice will be an ongoing process utilizing a variety of different methods to identify student development needs, monitor progress, and demonstrate evidence of developing proficiency. Steinaker and Bell's Experiential Taxonomy (1979) provides an experiential framework that can be utilized for planning experiences and charting achievement to a required level. The assessment of professional practice will be an ongoing process that embraces a variety of different methods for example observation, reflection, discussions and user feedback. Collectively, the aim is to identify development needs, monitor progress, and demonstrate proficiency in practice towards fulfilling the NMC Standards of Proficiency for SCPHN (2004).
The practice portfolio is assessed on a pass/fail to specified levels on the Taxonomy. In order to pass the student needs to achieve a minimum level of 'internalization ' by the end of taught practice

Component B: 3000 word assignment

Guidelines

This assignment requires students to provide an overarching commentary of their development as a Specialist Community Public Health Nurse. In the assignment students should focus on an area of professional practice and demonstrate learning in practice through application and analysis of relevant theory. Students will demonstrate their understanding of the links between theory and practice by referring to published academic literature and national |

	and local polices which influence SCPHN practice. The Health and Social Sciences Marking Guidelines are utilsed to mark work Both Components A and B have a formative aspect of assessment as students will be able to gain ongoing feedback on their portfolio from Practice Teachers/Mentors during their practice placement and obtain formative feedback on the assignment from Academic staff.

Identify final assessment component and element		

	A:	**B**:
% weighting between components A and B (Standard modules only)	**Pass /Fail**	**100%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	P/F
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. 3000 word assignment	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.