



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Perspectives in Specialist Community Public Health Nursing (SCPHN)				
Module Code	UZVRTW-40-M	Level	M	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	3		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	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Assess, plan, deliver and critically evaluate health interventions to improve the health and well-being of the individual, family, community and defined population. (Component A and B) 2. Demonstrate and appraise how the development of the SCPHN personal and professional attributes contributes to effective working relationships and a partnership approach with individuals, families, communities and professionals. (Component A and B) 3. Through the use of frameworks and reflective tools critically 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)

	<ol style="list-style-type: none"> 5. Debate and appraise current services in relation to the voice of the child or other service user and consider approaches and interventions to facilitate their development. (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, and critically evaluate practice through the use of up to date evidence, research and policy guidance. (Component A and B) 8. Identify, illustrate and appraise the ethical and legal factors, which influence SCPHN working practices. (Component A and B)
Syllabus Outline	<p>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)</p> <p>Contact time in the syllabus is 10 days. 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.</p> <p>All three pathways will include the following:</p> <ul style="list-style-type: none"> 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	<p>UWE Contact time will be 10 days (60)</p> <p>Contact time will include lectures, seminars and workshops.</p> <p>Blended learning (set work each week taken as study leave) will be 15 days (for each attended UWE day students will be set work equivalent to 1.5 days, a total of 113hrs)</p>
Teaching and Learning Methods	<p>Scheduled learning: Learning in practice will comprise a minimum of 100 hours.</p> <p>Placement learning: (approx. 60 hours) includes lectures, seminars and workshops and tutorials.</p> <p>Independent Learning: (approx. 240 hours) includes hours engaged with essential reading, portfolio completion, assignment preparation and completion</p>

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.

<u>Key Information Set - Module data</u>				
<i>Number of credits for this module</i>				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:	100
Portfolio	P/F
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	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.

	<p>Access and skills</p> <p>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.</p> <p>Blackboard</p> <p>This module is supported by Blackboard. Direct links to information sources will also be provided from within Blackboard</p>
I	<p>Indicative Resources</p> <p>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.</p> <p>All pathways:</p> <p>Morrow, E., Boaz, A., Brearly, S. and Ross, F. (2012) <i>Handbook of service user involvement in nursing and healthcare research</i>. Oxford: Wiley-Blackwell.</p> <p>Pollard, K, Thomas, J & Miers, M. (eds) (2010) <i>Understanding Inter-professional Working in Health and Social Care</i> Palgrave Macmillan, Basingstoke</p> <p>Thornbury, G. (2009) <i>Public Health Nursing – A textbook for Health Visitors, School Nurses and Occupational Health Nurses</i>. Oxford: Blackwell.</p> <p>Watkins, D. and Cousins, J. (2010) <i>Public Health and Community Nursing</i>. Bailliere Tindall</p> <p>Health Visiting Pathway:</p> <p>Cowie, H. (2012) <i>From birth to sixteen years: children's health, social, emotional and linguistic development</i>. London: Routledge.</p> <p>Gerhardt, S. (2004) <i>Why Love Matters</i>. London. Routledge.</p> <p>Hall, D. and Elliman, D. (2006) <i>Health for all Children</i> [online]. 4th (rev.) ed. Oxford University Press.</p> <p>Gallagher, A., & Hodge, S. (2012) <i>Ethics, law and professional issues: a practice-based approach for health professionals</i>. Basingstoke: Palgrave Macmillan.</p> <p>Mitcheson, J. (2008) <i>Public Health Approaches to Practice</i> [online]. Cheltenham: Nelson Thornes.</p>

	<p>School Nursing pathway</p> <p>DeBell, D. (2007) <i>Public Health Practice and the School-Age Population</i>. London: Hodder Arnold.</p> <p>Cowie, H. (2012) <i>From birth to sixteen years: children's health, social, emotional and linguistic development</i>. London: Routledge</p> <p>Occupational Health pathway</p> <p>Lewis, J and Thornbury G, (2010) <i>Employment Law and Occupational Health: A Practical Handbook</i>. Chichester: Wiley Blackwell.</p> <p>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:</p> <p>Websites</p> <p>http://www.dwp.gov.uk/health-work-and-well-being/</p> <p>www.who.int/occupational_health/regions/en/oeheurnursing.pdf</p> <p>http://www.ilo.org/ilolex/english/convdisp1.htm</p> <p>www.hse.gov.uk</p> <p>www.rcn.org.uk</p> <p>www.dh.gov.uk</p> <p>www.nice.org.uk</p> <p>www.dh.gov.uk/publications</p> <p>http://www.ihv.org.uk</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module is assessed through two components:</p> <p>Component A: Practice portfolio related to the achievement of the SCPHN Proficiency Standards</p> <p>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).</p> <p>The practice portfolio assessed on a pass/fail basis 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</p>

	<p>Component B: 3000 word assignment</p> <p>Guidelines</p> <p>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 the 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 policies which influence SCPHN practice. In addition students will demonstrate the ability to make judgments in relation to their practice following the debate, critique and evaluation of the latest research and evidence.</p> <p>The Health and Social Sciences Marking Guidelines are utilised to mark work (Appendix 1).</p> <p>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.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	Pass/fail	100%
First Sit		
5Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio	Pass/Fail	
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	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	

1. 3000 word assignment	100%
<p>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.</p>	