



ACADEMIC SERVICES

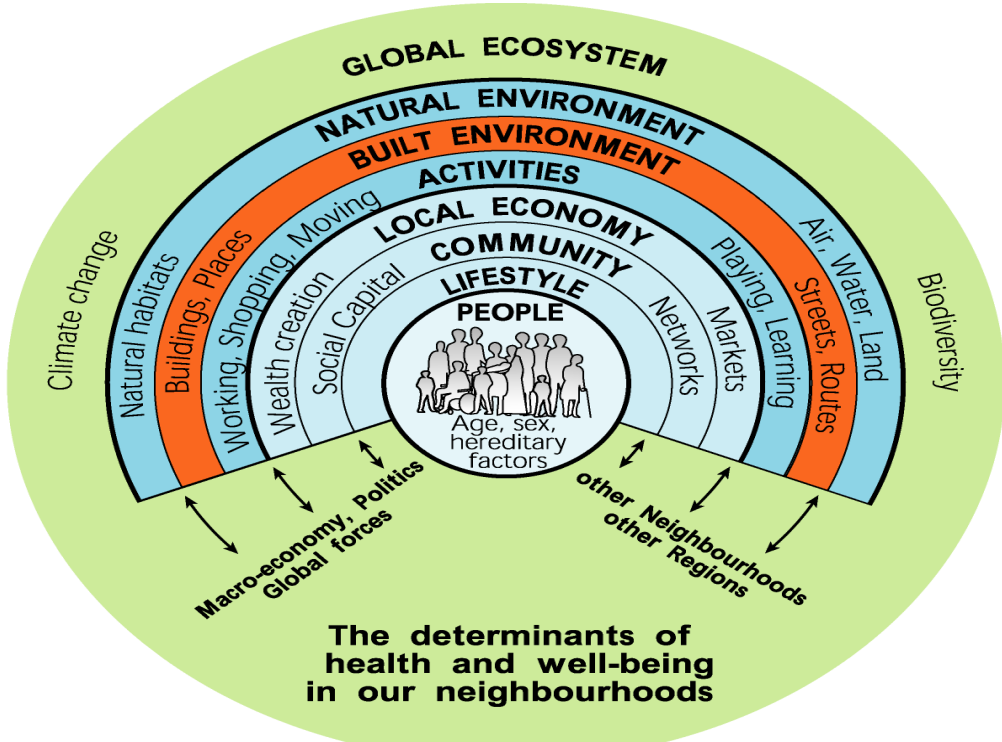
MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Promoting Children and Young People's Health in the Community.				
Module Code	UZURQU-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	NO
Owning Faculty	Health and Applied Sciences.	Field	Maternal and Child Health		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc(Hons) Nursing				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	November 2015	Valid to			

CAP Approval Date	
--------------------------	--

The overall aim of the module is to explore the role of the nurse and critically appraise the factors that influence the health and well-being of children and young people within community settings. The focus is on promoting health in the community regardless of health status. The role of the nurse will be examined in delivering the public health agenda as well as providing care to children and young people outside of the hospital environment.


Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically analyse the concepts of community working and autonomy in relation to delivering care and support to children and young people in the community. • Explore the literature in relation to family centred care and its application to community practice, including the impact of caring within the family unit. • Demonstrate an understanding of the particular skills and knowledge required to engage with children, young people and their families in the community in facilitating change in health related behaviour. • Analyse the complexities and dynamics of team working and how they relate to day-to-day management of caseloads and collaborative working across multi-professional boundaries.

	<ul style="list-style-type: none"> • Evaluate public and community health policy and its application to children and young people. • Demonstrate leadership in delivering care to children and young people in the community.
<p>Syllabus Outline</p>	<p>The educational strategy will encompass the use of Dalgren and Whitehead's social determinant's of health framework (1991). This framework systematically demonstrates the ways in which a number of complex factors can influence the holistic nature of service delivery to children and young people outside of the hospital setting.</p>  <p style="text-align: center;">The determinants of health and well-being in our neighbourhoods</p>
<p>Contact Hours</p>	<p>Contact hours: 36 hrs (5 days teaching and 1 day assessment). Contact time includes lectures, seminars, simulation and workshops.</p>
<p>Teaching and Learning Methods</p>	<p>Scheduled learning</p> <ul style="list-style-type: none"> • Lectures • Seminars • Workshops and master classes • Presentations • TEL • Group work • Formative peer and self-assessment <p>Independent learning</p> <ul style="list-style-type: none"> • Directed reading • Locating and researching information • TEL activities • Preparation for formative and summative assessment
<p>Key Information Sets Information</p>	

Key Information Set - Module data

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	

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

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:	
Written exam assessment percentage	
Coursework assessment percentage	60%
Practical exam assessment percentage	40%
	100%

Reading Strategy

Core readings

It is essential that students read one of the many texts on community and public health nursing available through the Library. Module handbooks and Blackboard will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research 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 resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

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 and Blackboard.

British Youth Council (2011). *Our school nurse*. British Youth Council. London

Department for Children, Schools and Families and Department of Health (2009) *Healthy Lives, Brighter Futures, London*, The Stationery Office

Department of Education and Skills (2003) *Every Child Matters*: London, Department for Education and Skills

Department of Health (2010) *Healthy Lives, healthy people: Our strategy for public health in England*, London, The Stationery Office.

Department of Health (2010) *Equity and excellence: Liberating the NHS*, London, The Stationery Office

Department of Health (2004) *National Service Framework for Children, Young People and Maternity Services*. The Stationery Office, London

Department of Health (2011) *Health Visitor Implementation Plan 2011-15: A call to action*. London, The Stationery Office

Department of Health (2011). *NHS at Home: Community Children's Nursing Services*. DOH. London.

Department of Health (2012). *Getting it right for children young people and families*. DOH. London.

Luker, K., Orr, J., McHugh, G., (2012) *Health visiting rediscovered*. 3rd edition. Wiley Blackwell.

Marmot, M., (2010) Fair society healthy lives. Strategic review of health inequalities post 2010. The Marmot review. Institute of Health Equity. <http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review/fair-society-healthy-lives-full-report>

Naidoo, J., Wills, J., (2009). *Foundations for health promotion*. 3rd edition. Balliere Tindall.

Nursing and Midwifery Council. (2010). *Standards for pre-registration nursing education*. NMC. London.

Royal College of Nursing, (2009). *Preparing nurses to care for children at home and community*.
[settingshttps://www.rcn.org.uk/__data/assets/pdf_file/0008/234836/Preparing_nurses_to_care_for_children_at_home_and_community_settings.pdf](https://www.rcn.org.uk/__data/assets/pdf_file/0008/234836/Preparing_nurses_to_care_for_children_at_home_and_community_settings.pdf).
 Accessed 23/9/14

Sidey, A., Widdas, D., (2005) *Textbook of Community Children's Nursing*. 2nd Edition. Elsevier. London.

The Queen's Nursing Institute. (2010). *Position Statement. Nursing people in their own homes- key issues for the future of care*.

Thurtle, V., Wright, J., (2008) *Promoting the Health of School age children*. Mark Allen. London

Wright, J., (2012). *The school nurse survival guide*. Mark Allen. London

Watkins, D., Cousins, J., (2003). *Public Health and Community Nursing*. 2nd Edition. Elsevier. London.

Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy will test the student's ability to critically analyse their practice within the community and develop critical thinking in working with children, young people and families outside of the hospital environment.</p> <p>Formative assessment: group work which demonstrates understanding of community nursing, including autonomy, reflective practice, self assessment and giving feedback.</p> <p>Summative assessment.</p> <p>Part A -Presentation - decision making and care planning (20 mins). Questions and answers following the presentation (5 mins).</p> <p>Part B – 2000 word assignment exploring an aspect of service improvement or workforce planning within the community setting that will address the needs of children and young people.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (20 minutes)	40%	
Component B		
2. Assignment of 2,000 words	60%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (20 minutes)	40%	
Component B		
2. Assignment of 2,000 words	60%	
<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>		