



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working with children, young people and families in the community				
Module Code	UZUSQT-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Children's) Graduate Diploma Nursing (Children's)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	N/A	
Valid From	September 2017		Valid to	September 2019	

<b>CAP Approval Date</b>	5 April 2017
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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"> <li>• Demonstrate an understanding of theories and concepts that contribute to the promotion of mental wellbeing in infants, children and young people (Component A)</li> <li>• Recognise the complexities that influence partnership and negotiation in nursing care (Component A)</li> <li>• Identify a range of factors that contribute to physical and mental health inequalities in children and young people (Component A)</li> <li>• Explore the role of the children's nurse in safeguarding children and young people (Component A)</li> <li>• Demonstrate knowledge and understanding of family types, functions and dynamics (Component A)</li> <li>• Demonstrate knowledge and understanding of equality and diversity (Component A)</li> <li>• Question and apply diverse sources of knowledge and evidence to inform practice (Component A)</li> <li>• Contribute to effective intra-agency and interagency team working (Component A)</li> <li>• Demonstrate knowledge of how to document and communicate findings appropriately (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Public health policy</li> <li>• Models of ecology, sociology/child development and Social inequality in health</li> <li>• Historical and social constructions of health and social care provision</li> </ul>

	<p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Engaging Families and Communities in continuing care</li> <li>• Risk and Resilience of healthcare practitioners in the community</li> <li>• Culture and families</li> </ul> <p><b>Nursing Practice and Decision Making</b></p> <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Community profiling</li> <li>• Safeguarding</li> <li>• Transitions in care</li> <li>• Service user interaction in Learning Disability and Child and Mental Health Services</li> <li>• Delivering healthcare in the community</li> </ul> <p><b>Leadership, management and team working</b></p> <ul style="list-style-type: none"> <li>• Interagency communication</li> <li>• Negotiation</li> <li>• Partnership working</li> <li>• Collaboration</li> </ul>
Contact Hours	A total of 72 hours to include face to face teaching in lectures and seminars, simulation and role play, case based learning and online learning
Teaching and Learning Methods	<p>A variety of teaching methods will be utilised in this module including:</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops</li> <li>• Lectures</li> <li>• Group presentation</li> <li>• Simulation</li> <li>• Role play</li> </ul> <p>The approach for this module is based upon the model of adult education. Teaching strategies that value student's previous learning and placement experiences are applied throughout the module. The focus of the module will be upon the practical application of the skills required to delivery effective public health.</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.

<b>Key Information Set - Module data</b>				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	78	150	300

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

**Coursework:** Written assignment

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	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

**Core readings**

It is essential that when studying this module students read one of the many texts available through the Library. Module guides 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 and at level three. 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 other more frequently updated mechanisms.*

Allender, J., Rector, C. and Warner, K. (2013) *Community and Public Health Nursing: Promoting the Public's Health*. 8<sup>th</sup> ed. Philadelphia, Pennsylvania: Lippincott, Williams and Wilkins.

Bhopal, R. (2007) *Ethnicity, Race and Health in Multicultural Societies: Foundations*

*for Better Epidemiology, Public Health and Health Care* [online]. Oxford: Oxford University Press. [Accessed 1 July 2016].

Goldsteen, R., Goldsteen, K. and Dwelle, T. (2015) *Introduction to Public Health: Promises and Practices* [online]. 2<sup>nd</sup> ed. New York: Springer. [Accessed 1 July 2016].

Linsley, P., Kane, R. and Owen, S, (2011) *Nursing for Public Health: Promotion, Principles and Practice*. Oxford: Oxford University Press.

Nies, M. and McEwen, M. (2015) *Community/Public Health Nursing: Promoting the Health of Populations*. 6<sup>th</sup> ed. St Louis, Missouri: Elsevier.

Parvanta, C. (2010) *Essentials of Public Health Communication*. Sudbury, Massachusetts: Jones and Bartlett Learning.

Roberts, H. (2012) *What Works in Reducing Inequalities in Child Health?* 2<sup>nd</sup> ed. Bristol: Policy.

### Part 3: Assessment

<p>Assessment Strategy</p>	<p>The assessment has been designed to equip the student with the necessary skills and critical thinking that is required for working with complex family social structures in the community setting. Eco-Maps are a tool that is used by practitioners in a variety of community practice settings and will create a framework upon which the student can demonstrate critical understanding of the nature of public health nursing and community children’s nursing practice.</p> <p>Choose a healthcare situation relating to physical/mental wellbeing and design an ecomap that explores this from the aspects identified in each level. The micro-level should include the child, the siblings and the parents/guardians.</p> <p>Examples of physical and mental wellbeing include:</p> <ul style="list-style-type: none"> <li>• Adolescent mental health issues</li> <li>• Self-harming</li> <li>• Anorexia</li> <li>• Engaging in alcohol, tobacco and other drugs</li> <li>• Living with type 1 diabetes mellitus</li> <li>• Living with Duchenne’s muscular dystrophy</li> <li>• Living with cystic fibrosis</li> <li>• Female genital mutilation</li> </ul> <p>Students will be given an in-depth explanation of the eco-system to enable them to explore the issues from the micro, meso and macro levels.</p> <p>The 2000 word critical analysis will explore at least two of the eco-map levels supported by contemporary research and additional literature, policy and guidance. Where relevant, opportunities for health promotion should be identified.</p> <p><b>Assess and map the limitations and influences to maximise the health and wellbeing of children, young people and their families</b></p> <p>Part one: Ecomap(1000 words equivalent)</p> <p>Map the influences to maximise the health and wellbeing of children, young people and their families.</p>
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	<p>Part two: 2000 word critical narrative</p> <p>Both parts are submitted for summative assessment at the same time.</p> <p>The ecomap will be submitted for formative feedback prior to submission of the critical narrative</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
3000 word assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
3000 word assignment	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

**FOR OFFICE USE ONLY**

First CAP Approval Date	5 April 2017		
Revision CAP Approval Date	Version	1	