Module Specification

Addressing Inequalities, Diversity and Inclusion

Version: 2024-25, v1.0, 10 Jun 2024

Contents

Part 1: Information

Module title: Addressing Inequalities, Diversity and Inclusion

Module code: UZVRUQ-20-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 20

ECTS credit rating: 10

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Specialist Community Public Health Nursing professionals are in the frontline of public health. They are culturally competent, autonomous practitioners who are committed to improving people's health and wellbeing. They understand the wider determinants of health and seek to address health inequalities across the diverse communities and populations they serve.

In this module learners will consider how bias, discrimination and oppression impact

the individuals, families, and communities that specialist community public health nurses work with. They will examine the structural forces, such as poverty and social exclusion, that underlie health and social disparities. Learners will consider their personal experiences, values and relevant ethical frameworks as part of their learning and critically consider how these may impact on your professional practice.

Learners will explore relevant theoretical and evidence-based approaches to working with individuals, families, and communities to tackle inequalities in their chosen field of practice and to identify gaps in research and policy. The module focuses on strategies for working alongside service users to address power imbalances and develop culturally responsive and inclusive public health interventions.

Features: Not applicable

Educational aims: To identify key models and inclusive approaches and interventions to tackling inequalities through examination of theory, research, law on equalities and rights, ethics, and social policy . These could include theories of power, privilege and intersectionality and approaches to addressing bias, prejudice and discrimination for example, racism, ableism, classism, and homophobia/transphobia.

To explore key theoretical concepts including critical race theory, social capital and salutogenesis.
Toexplore the application of these approaches to practice situations with the use of case studies relevant to their field of SCPHN practice and reflect on their practice experiences within their chosen field of practice.

The module draws on concepts of cultural humility that focuses on knowledge of self in relation to others, acknowledges the dynamic nature of culture, and challenges barriers that impact marginalized communities on both individual and institutional levels.

To support learners to meet the NMC SCPHN competencies across Spheres C Promoting human rights and addressing inequalities: assessment, surveillance and intervention, D Population health: enabling, supporting and improving health

outcomes of people across the life course and E Advancing public health services and promoting healthy places, environments and cultures.

To consider the United Nations Sustainability Development Goals (SDG) '5. Gender equality' and '10. Reduce Inequalities'.

Outline syllabus: This module builds on learning from previous modules in the SCPHN programme. Concepts of promoting health, needs assessment, empowerment, and leadership for public health practice will be revisited and applied to the scenarios in the case studies in this module. Analysis and discussion of the key theories will be applied to the increasingly complex scenarios in the case studies used and which learners will be exposed to during their SCPHN practice experience.

The syllabus will typically include:

- Key theories to include critical race theory, intersectionality, social capital, salutogenesis, person-centred communication
- Key concepts covered will include bias, prejudice and discrimination, social justice, exclusion, power, cultural humility, strengths based approaches
- Analysis and discussion of case studies is central to the learning in this module, experts by experience will be involved in supporting these discussions
- Developing expertise in communication will be supported both by theoretical content and simulation of practice situations

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning is flexible and focused on participants' needs as adult learners. Teaching and learning is underpinned by a universal design for learning approach.
Teaching will take place in lectures, smaller groups for seminars and other group learning activities such as panel discussions or debates. The module will include learning from experts by experience and discussing key case studies. Case studies and scenarios will be used to consider how to apply relevant theory and research to

decision-making.

There will be directed learning activities to complete, and self directed study with the flexibility for learners to explore areas of interest and link in with their development towards the NMC Standards of Proficiency for SCPHNs (2022). Learners' reflections on their own experiences and accountability will be a central element of their skills development.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically reflect upon the development of their understanding of the concepts of diversity, social justice, power, discrimination and intersectionality and their implications for practice

MO2 Explore the impact of discrimination and inequality on people's social circumstances, health and well-being

MO3 Critically appraise strategies for empowering individuals, families and communities and addressing inequality in professional practice

MO4 Critically apply relevant theories to develop culturally responsive and inclusive public health interventions

Hours to be allocated: 200

Contact hours:

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link
https://rl.talis.com/3/uwe/lists/E7AB8C3C-F386-1EDD-86FD-AA478321FAB0.html?lang=en&login=1

Part 4: Assessment

Assessment strategy: The assessment is designed to support learners to make links between the theoretical concepts in the module and the experiences of service

users. The assessment supports learners to reflect on their practice experiences and their learning from the module and draw these aspects together to consider appropriate public health interventions which will tackle the identified inequalities. The assessment is designed to support learner achievement of the SCPHN standards of Proficiency (NMC, 2022).

The assessment consists of a 3000-word written critical analysis of a case study chosen by the learner.

This analysis will be split into focused sections where learners critically apply theoretical concepts from the module to their discussion and analysis, and use their knowledge to critically discuss and design culturally responsive and inclusive public health interventions to tackle the identified inequalities. This assessment will cover all of the learning outcomes for the module.

Formative feedback is provided by teaching staff and peers in group work activity.

Feedback given to students by academic staff on assessment tasks and self assessment undertaken previously during the Programme will feed forward into this assessment.

Assessment tasks:

Case Study (First Sit)
Description: Case Study (3000 words)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Case Study (Resit)
Description: Case Study (3000 words)
Weighting: 100 %
Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Specialist Community Public Health Nursing (Health Visiting) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (Health Visiting) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (School Nursing) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (School Nursing) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (Occupational Health Nursing) [Glenside] MSc 2024-25

Specialist Community Public Health Nursing (Occupational Health Nursing) [Glenside] MSc 2024-25