



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advancing Nursing Practice for Public Health				
Module Code	UZTY3C-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	MSc Nursing (Adult) MSC Nursing (Mental Health)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	April 2017		Valid to		

CAP Approval Date	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"> • Explore, compare and contrast the theoretical frameworks informing public health and health promotion practice (Component A) • Debate the lay and professional nursing contributions to public health and health promotion within the context of collaborative working (Component A) • Compare and critically evaluate the models and approaches to public health and health promotion (Component A) • Critically analyse the value and role of health education in nursing (Component A) • Explore and reflect on, the ethical aspects pertinent to public health and health promotion practice within the context of nursing (Component A) • Critique the role of the media in public health and health promotion (Component A) • Analyse the determinants of health and the skills integral to public health and health promotion practice (Component A) • Critically evaluate the evidence base for public health and health promotion related to life course and government policies (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Public health and health inequalities including global aspects of health education, health promotion and sexual health • Frameworks, approaches and ethical dimensions • Partnership working and empowerment • Evidence based practice and evaluation • Lifestyle choices and their impact including risky behaviours, survivorship and rehabilitation

	<ul style="list-style-type: none"> • Impact of the media • Policy drivers informing the delivery of public health and health promotion • Health promotional tools such as motivational interviewing and solution focused therapy 																														
Contact Hours	A total of 36 hours contact in the form of seminars, lectures and online activities.																														
Teaching and Learning Methods	<p>A variety of approaches which will be used and may include:</p> <ul style="list-style-type: none"> • Technology enhanced learning • Workshops • Lectures and Seminars • Enquiry based learning • Case based learning • Role play • Service users carers and perspectives • Simulation of case scenarios • Reflective approaches to learning <p>For this module the student cohort will be taught as a group with opportunities to join field specific seminars and lectures on the respective BSc pathways.</p>																														
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="470 1030 1356 1388"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment</p> <p>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:</p> <table border="1" data-bbox="571 1697 1264 1919"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period. 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.</p>
<p>Indicative Reading List</p>	<p>Indicative reading list</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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Applied Sciences.</p> <p>Baggott R. (2011) <i>Public health: policy and politics</i>. Palgrave Macmillan.</p> <p>Douglas J (2010) <i>A reader in promoting public health: challenge and controversy</i>. Sage.</p> <p>Evans, D., RN, Coutsaftiki, D. & Fathers, C.P. (2014) <i>Health promotion and public health for nursing students</i>, Second edn, Learning Matters, London.</p> <p>Killoran, A and Kelly, M (2010) <i>Evidence-based public health: effectiveness and efficiency</i>, Oxford: Oxford University Press</p> <p>Marmot, M. (2010) Marmot review. <i>Fair society, healthy lives: strategic review of health inequalities in England post 2010</i>. London: Marmot Review. [available from www.marmotreview.org]</p> <p>Miller, C.A. (2013), <i>Fast facts for health promotion in nursing: promoting wellness in a nutshell</i>, Springer Publishing Company, New York.</p> <p>Mutsatsa, S. (2015), <i>Physical healthcare and promotion in mental health nursing</i>, Learning Matters, London.</p> <p>Nies, M.A. & McEwen, M. (2015), <i>Community/public health nursing: promoting the health of populations</i>, 6th edn, Elsevier, St. Louis, Missouri.</p> <p>Roar, A. (2011) <i>Planning in health promotion work: an empowerment model</i>. Routledge</p> <p>Scriven, A. & Hodgins, M. (2012) <i>Health promotion settings: principles and practice</i>. Sage.</p>

Part 3: Assessment

Assessment Strategy	<p>At level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding advancing nursing practice within the context of public health. This should include a critical exploration of literature and debate the wider socio-political implications of public health perspectives. This assignment requires the learner to:</p> <ul style="list-style-type: none"> • Critically review their role as a health promoter in relation to identified lifestyle behaviour. • Explore in depth and reflect on, the challenging aspects and ethical dilemmas pertinent to public health and the associated implications within the context of nursing. <p>Formative assessment through student led seminars and presentations will also support learners to explore the current models, approaches, frameworks and policies pertinent to nursing practice and public health.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2500 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. 2500 word assignment	100%	

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017		
Revision CAP Approval Date		Version	1 Link to MIA 10632