

BSc (Hons) in Public Health Nursing

UCAS: B790

For students entering Part 3 in 2006

Awarding Institution	The University of Reading
Teaching Institution	School of Health and Social Care
Faculty	Economic and Social Sciences
Programme length	52 weeks (4 terms)
Programme Directors:	Val Thurtle/Maria Duaso
Programme Convenor:	Val Thurtle
Board of Studies	BSc/PGDip Public Health Nursing
Accreditation:	The Nursing and Midwifery Council

Summary of Programme Aims

This programme is intended to develop informed and critical practitioners who are effective in their own field of specialist community public health nursing.

Continuing personal and professional development will be promoted to enable students to attain higher-level skills and knowledge required for the provision of quality care of individuals, families and communities.

As potential leaders in public health and specialist practice, students will be provided with the knowledge and skills to enable them to initiate change and respond to a continuously evolving public health agenda (DoH 2004a).

Transferable skills

Students will be registered nurses who will have a wide range of skills and learning needs that will be individually identified and further developed to a higher level.

These will include interpersonal, communication, presentation, leadership, collaborative working, educational and research skills, reflection in practice and critical analysis. Throughout the course it is expected that students will be able to transfer these skills to their practice setting. They will also have the opportunity to further extend their skills related to written and oral communication, knowledge management, numeracy, problem solving, team working, information technology and career management.

Programme Content

Part 3 (Four Terms)

This is the third year of a BSc (Hons) in Public Health Nursing (full time and part time), and includes the Nursing and Midwifery Council Specialist Community Public Health nursing registered qualification (SCPHN).

The 52-week programme consists of the following six core modules and one specialist module. All core modules and all specialist modules are compulsory. This third year honours programme allocates 140 credits at H level.

Core Modules

Module Code	Module Title	Credits	Level
HC3C14	Leadership in Health and Social Care	20	H
HC3C25	Assessing health needs in Public Health	30	H
HC3C26	Policy and Practice in Health and Social Care	20	H
HC3C17	Research Methods-Health & Social Care	20	H
HC3J0P	Teaching Learning and Assessing in Practice	10	H
HC3QP	Nurse Prescribing V100	10	H

Specialist Programme

Option Modules (students will choose one of the following)

HC3S37	Community Specialist Public Health (HV)	30	H
HC3S28	Community Specialist Public Health (SN)	30	H

Following the NMC requirements (NMC QA Fact sheet D9/2004UK) APEL will be permitted to maximum of one third of programme.

Progression Requirements

To proceed to Supervised Practice, students must have passed the Community Specialist Core Placement through the submission of practice reports.

Summary of Teaching and Assessment

As students will come from a wide range of professional experience, they will be supported in reflecting on experience, identifying individual learning needs and demonstrating evidence of achievement of competencies.

As 50% of this programme is taught within the practice environment, it is envisaged that students will normally be placed with Community Practice Teachers who are working at degree level or above. A wide range of teaching methods will be employed. These will include work based learning, guided discussion, lecture discussion and tutorials, debate, discussion groups, seminars, web based learning, problem and enquiry based learning, workshops, simulation and role play.

A range of assessments includes: essays, reports, literature searches, presentations, examination, reflective accounts and the compilation of a professional learning portfolio. Full details of assessments are given in module specifications.

Admission Requirements

Students will be registered nurses, with at least two years post-registration experience. Both full and part time routes will be available to nurses and midwives who are on the relevant part of the Professional Register of the NMC.

They are also required to provide evidence of appropriate prior education and professional study (normally 120 at certificate and 120 at diploma level). The satisfaction of these requirements shall equate to completion of certificate and diploma level of a first Bachelors Honours Degree in the Faculty of Economics and Social Science. Students will therefore be admitted to the third year at Honours level.

Admissions Tutor: Anne Smith & Jan Goldsmith

Support for Students and their Learning

Student learning is supported by IT services that has several hundred computers, and by the library that across its three sites holds over a million volumes and subscribes to around 4,000 current periodicals. The library also has a range of electronic sources of information and houses the Student Access to Independent Learning ([S@IL](#)), computer-based teaching and learning facilities. A range of appropriate professional journals are available at the Bulmershe Library. There is also a special arrangement with several local NHS Trust's libraries, which are accessible to students with specialist interests.

“Blackboard” is a managed learning environment, which offers a web based learning resource. This will be utilised to support learning on a variety of modules and promote support and communication between students, CPTs and university staff. Interactive white boards are used in the classroom environment to offer innovative approaches to learning and teaching.

Personal tutors, the counselling service, the special needs adviser, study skills adviser, Students' Union and the careers advisory service provide student guidance and welfare support.

Career Prospects

Local NHS Primary Care Trusts normally sponsor students undertaking this course. Their career prospects are therefore excellent and the majority of students are employed in the local workforce on the completion of the course.

Opportunity for Study abroad

There are no formal arrangements for exchanges but some students undertaking similar programmes in the past, have had the opportunity to undertake a self-funded short placement abroad. Students have been able to gain experience in places such as: the Republic of Ireland, Jersey, the United States of America, Madagascar and Uganda. This opportunity will be available should students wish to pursue it.

Educational aims of the programme

This programme is intended to develop informed and critical practitioners who are effective in their own field of specialist public health nursing. Continuing personal and professional development will be promoted to enable students to attain higher-level skills and knowledge required for the provision of quality care of individuals, families and communities. As potential leaders in public health nursing, students will be provided with the knowledge and skills to enable them to initiate change and respond to a community and user/carer led nursing service.

Careers Management Skills for Undergraduates

Although students undertaking this programme are experienced health care practitioners, they are required to develop an awareness of their own career development through the Professional, Academic and Leadership Development Portfolio. In the Personal and Academic Record section of the portfolio, there is the opportunity to map their personal and career development within the template provided by the University of Reading Careers Advisory Service

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The promotion of Public health in Primary Care to enable students to exit as SCPHN who can address the needs of communities across a range of settings by promoting the principles of PH 2. Theory and practice of public health including the process of assessing and addressing the population health needs within an inequitable society 3. Research methods, approaches and processes in general in order to apply this knowledge within their own field of primary and public health care practice 4. Current policy documents relevant to practice. Develop knowledge of governance issues related to the practice, research and commissioning processes and finance management 5. Theories underpinning leadership, change management and quality improvement strategies within health and social care agencies 6. Processes involved in collaborative working and of explicit consideration of user and carer perspectives. 7. Educational theories and their implementation in adult teaching and learning within the community environment. 8. Pharmacology, diagnostics, and legal and ethical issues related to the prescription, supply and administration of medicines. 9. Developments in services for providing access to care across a range of settings and populations with diverse cultural and socio-economic needs. 8. The legal and ethical dilemmas that confront practitioners within primary care and public health. 	<p>Teaching/Learning Methods and strategies</p> <p>The knowledge required is delineated through formal lectures, guided reading, blended learning, open learning, web-based learning, student led seminars and group discussion. All theoretical knowledge is related to community nursing and public health nursing practice through the use of theory /practice linking and discussion with personal tutors in college, and community practice teachers in the practicum.</p> <p>Assessment</p> <p>Knowledge is tested through a combination of formative and summative assessment. This includes essays, examination, seminars, a major professional study and portfolio development</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Identify personal qualities and demonstrate leadership potential in self and others.2. Demonstrate analysis of epidemiological data. Identify and plan effective ways to address the health needs of the population through community profiling. Evaluate public health initiatives.3. Select, appraise and evaluate sources of evidence within their own field of practice.4. Appraise health and social policies and recommend changes to improve health and well being within practice populations.5. Liaise with users and carers, colleagues and others to promote collaborative working. Establish networks with statutory and voluntary organisations6. Evaluate and implement educational theory to facilitate life long learning development with clients and colleagues.7. Demonstrate the ability to assess, diagnose and make appropriate prescribing decisions. Determine the advantages of nurses moving into extended and complimentary roles within the community setting to deliver services in new and innovative ways.8. Formulate and achieve personal and professional learning outcomes through the process of reflection.9. Achieve the appropriate NMC (2004a) competencies for specialist community public health nursing (SCPHN)	<p>Teaching/Learning methods and strategies</p> <p>The skills will be developed through formal lectures, guided reading, blended learning, open learning, web-based learning, student led seminars and group discussion.</p> <p>It is expected that these skills will be learned through guided discussion, both in the classroom and in practise through the process of reflection and contract learning.</p> <p>Assessment</p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a student-centred learning contract and reflective journal. Where appropriate outcomes will be assessed through examination.</p>
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<p>C. Clinical and Practical skills – able to: Achieve the required competencies related to</p> <ol style="list-style-type: none"> 1. V100 Nurse prescribing 2. Requirements for the Pre-registration Health Visiting Programmes(NMC 2002) <p>AND/OR</p> <ol style="list-style-type: none"> 3.Specialist Community Public Health Nursing Proficiencies (NMC 2004) 	<p>Teaching/Learning methods and strategies</p> <p>These practical skills will be learned within practice placements. Students’ identified and professional learning outcomes will be facilitated and assessed within a practice portfolio by approved community practice teachers and personal tutors</p> <p>Assessment</p> <p>These outcomes will be assessed through course work and the practice portfolio, which includes a reflective journal and student centred learning contract which offers the facility to map appropriate outcomes to specific professional award.</p>
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<p>D. Transferable skills – able to demonstrate:</p> <ul style="list-style-type: none"> Computer skills Advanced interpersonal and written communication skills Presentation and teaching skills Team working skills Information management skills Effective problem solving skills Effective time management Career management skills <p>Critically review current research Undertake original research as appropriate.</p>	<p>Teaching/Learning methods and strategies</p> <p>All of these skills will be an integral part of the taught programme to include the teaching methods indicated above in AB&C</p> <p>Assessment</p> <p>It is expected that these skills will be demonstrated as part of the assessment indicated above both in the college setting and in practice</p> <p>Undertake Masters dissertation</p>
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Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.