

Session: 2023/24

Last modified: May 24

Status: Published

**Title of Module: Community Health & Social Care**

<b>Code: NURS07043</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Stewart Kerr		

### Summary of Module

This module reflects the changing landscape of health and social care and encourages students to reflect on the changing roles of health and social care professionals in the mixed economy of welfare provision. Students on the undergraduate pre-registration nursing programmes undertake a placement during this module that provides exposure to a wide range of health and social care environments. They will experience working with a range of health and social care professionals to address health inequalities and support people at all stages of life and in all care settings to make informed choices about how to manage challenges and improve their quality of life. Students will also continue to develop their communication skills to provide information and to work with people to promote healthy behaviours and manage distress.

- The module begins with a period of campus based and online sessions. During this time module students will explore the dimensions and determinants of health across the lifespan. This will include an appreciation of the influence of environmental, cultural and sociopolitical factors. The module will also explore local, national and global public health issues. Students will be given the opportunity to examine these factors in relation to a specific community.
- The content of this module will include: Dimensions and Determinants of Health; Concepts of Community and Community Health; Health Inequalities and Policies and Strategies to reduce inequalities; the role of the nurse as health promoter and local national and global health priorities.
- Skills will be developed through simulation and practice. A detailed mapping tool provides information for nursing students on the NMC annexes to be covered in this module. Preload content will include group facilitation, mental health first aid, health determinants, engagement principles.
- A 6 week practice learning experience will provide insight into the issues explored in the module. It will also allow nursing students to evidence ongoing achievement of the NMC standards of proficiency in a practice setting as directed by the NMC Standards of Assessment in Practice
- Students will have opportunity in placement experience to demonstrate knowledge, understanding and application of basic pharmacology to medicines administered and clinical practice, (BiNE, LO9 & 10)
- Programme Threads of Older adults and dementia, Suicide and Self-harm, Law and safeguarding, and caring for people living with Learning Disabilities will inform module content

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓	✓	✓			

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- L1. Describe the dimensions and determinants of health across the lifespan.
- L2. Identify the socio-political factors influencing the delivery of health and social care.
- L3. Discuss public health issues and strategies based on local, national and international targets.
- L4. Demonstrate evidence of on-going development toward achievement of the relevant professional standards.

**Employability Skills and Personal Development Planning (PDP) Skills**

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	<p>SCQF Level 7.</p> <p>Demonstrating knowledge of factors influencing health and well-being in relation to the individual, family and community. Knowledge of epidemiology and the wider dimensions and determinants of health, illness and well being and applying this to an understanding of global patterns of health outcomes.</p> <p>Understanding of the social influences, health literacy, cultural factors and lifestyle choices influencing health within communities.</p> <p>Developing understanding of local, national and global health strategies.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7.</p> <p>Exploring a range of healthcare and support provision within communities.</p> <p>Working effectively with a range of healthcare professionals</p> <p>Using appropriate communication skills and strengths based approaches to support and enable people to make informed choices about their care.</p>
Generic Cognitive skills	<p>SCQF Level 7.</p> <p>Demonstrating effective research skills to facilitate understanding of healthcare needs of individuals and communities.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7.</p> <p>Demonstrating appropriate communication and interpersonal skills to enable effective care and professional practice.</p> <p>Interpreting demographic and epidemiological data.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 7.</p> <p>Demonstrating awareness of personal attitudes, values and beliefs and respect for others.</p> <p>Working collaboratively with a range of service users, healthcare professionals and services.</p> <p>Demonstrating an understanding of personal responsibility for professional conduct in accordance with professional standards.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

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<b>Learning and Teaching</b>
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Students will begin this module with a two week period of campus based theory sessions followed by PLE for a further 6 weeks. The flipped classroom approach will be taken with core content delivered either online or through short campus based lectures followed up by workshops or tutorials in small groups to encourage student participation and deeper learning. Students will also have workshops where skills that contribute to effective care delivery can be enhanced through simulated practice in skills laboratories or other simulation suites. An element of practice allows the student to further develop these skills in a range of clinical environments before returning to campus for a review of learning.

The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: <https://www.uws.ac.uk/current-students/your-graduate-attributes/> Specifically 'UNIVERSAL'- culturally aware, collaborative and socially responsible; 'WORK-READY'- effective communicator, motivated, and ambitious; AND 'SUCCESSFUL'- creative and resilient.

Module hours exceed the norm because of the practice learning element.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	16
Tutorial/Synchronous Support Activity	8
Work Based Learning/Placement	240
Personal Development Plan	4
Asynchronous Class Activity	24
Independent Study	60
	364 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bougham J, Smith A (2013) Compassion, Caring and Communication: Skills for Nursing Practice Oxon: Routledge

Ewles, L. Simnett, I (2017) Promoting Health, Practical Guide, (7th Edition) Edinburgh: Bailliere Tindall

Green, J. and Tones, K. (2010) Health Promotion. Planning and strategies. 2nd ed. London: Sage Publications Ltd

Hjelm, J.R. (2010) The Dimensions of Health – Conceptual Models, Sudbury, Jones and Bartlett Publishers

Matiti, M., Cotrel-Gibbons, E. and Teasdale, K. (2007) Promoting patient dignity in healthcare settings. Nursing Standard 21(45) pp46-52

Naidoo, J. and Wills, J. (2016) Public Health and Health Promotion. (4th edition) Lada: Balliere Tindall [Core text]

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Engagement Requirements**

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met.

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### Supplemental Information

<b>Programme Board</b>	Mental Health Nursing & IP
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHN&IP L7-8
<b>Moderator</b>	tbc
<b>External Examiner</b>	tbc
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.06 Updated L&T section for 23/24 only. Mod and EE Tbc.

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Students are required to undertake and submit a community health and social care profile (2000 words) outlining the demographic of the practice locality, service provision and the key socio-political factors influencing health.
Satisfactory completion of the practice learning experience as evidenced by attainment of the required professional standards.
All assessment components must be passed to achieve an overall pass for this module, NMC (2018) SFNME 5.16 indicates that no compensation of assessment across theory and practice learning is permitted.
(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>
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Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓		100	0

<b>Component 2</b>						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment				✓	0	0
<b>Combined Total For All Components</b>					100%	0 hours

#### Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

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Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

<b>Equality and Diversity</b>
<p>For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised clinical equipment (e.g. electronic stethoscope, coloured overlays) or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured.</p> <p>This module has a practice element and for nursing students takes account of the Nursing and Midwifery Council's statement on reasonable adjustments (NMC 2019) (<a href="https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf">https://www.nmc.org.uk/globalassets/sitedocuments/eandd/reasonable-adjustments-policy.pdf</a>).            In particular section 23:            "The (Equality)Act 2010 makes it clear that it is not discriminatory to apply competence standards (which include our Code, our revalidation and our education standards) to a disabled person. As a professional regulator responsible for protecting the public, it would not be right for us to adjust these standards. However, we can make reasonable adjustments to assist nurses, midwives and nursing associates in meeting our standards</p> <p><b>UWS Equality and Diversity Policy</b></p> <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>