

De Montfort University

Course Template

1. Basic information

- Course Name: Specialist Community Public Health Nursing (School Nursing)
- Course Code: PN576T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Nursing and Midwifery
- PMB: NRMW
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Science
- All possible exit awards : Postgraduate Diploma; Postgraduate Certificate; Institutional Postgraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

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- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time; Previously Part Time, ET or IT for All Session; Previously Full Time, ET or IT for All Session
- Mode Notes: Full time 52 weeks (45 weeks taught) and Part time
- Course leader: Deborah Millington

2. Entry Requirements and Profile

To access the BSC (Hons) route you must have:

- Effective registration on the Nursing and Midwifery Council (NMC) professional register
- Competence in the use of the English language to the satisfaction of the University
- 120 credits at level 4 and 5
- Undertaken academic study in the last 5 years

To access the PG Dip/ MSc route you must have:

- Effective registration on the Nursing and Midwifery Council (NMC) professional register
- A UK Honours degree with at least second class honours in a nursing field (or equivalent at the discretion of the Programme Leader)
- Applicants must apply through an advert advertised through NHS jobs and be successful at a joint interview process.

You must complete an occupational health check, declaration form and enhanced Disclosure and Barring Service disclosure application form before starting the course (if you are overseas you will also need to submit a criminal records certificate from your home

country), which needs to be cleared in accordance with DMU's admissions policy. Contact us for up-to-date information.

3. Course Description

Characteristics and Aims

The varied and unique skills and life experiences that students bring to the programme are recognised and valued. Students will be given the opportunity within a supportive learning environment to build upon these and to reach their full potential whilst undertaking the programme, in order that they can provide effective specialist community public health nursing care to individuals, families, groups and communities in order to reflect the transformed health visiting and school nursing services.

The programme is designed to focus on the development of a workforce with practitioners demonstrating ability to develop higher levels of theory, knowledge and skills to underpin judgement and decision making. Whilst retaining core skills a post graduate level educational programme will enable students to achieve both the professional and academic competencies required for the practice of Specialist Community Public Health Nursing (Health Visiting/School Nursing). Students will also be enabled, through an integrated theory-practice approach, to develop the skills, knowledge, attitudes and recognition necessary for safe and effective specialist community public health nursing practice.

The programme also aims to ensure that students are prepared to promote health and social well being and to contribute to public health through the achievement of the standards of proficiency of specialist community public health nursing (NMC 2004) and an adherence to the NMC Code of Professional Conduct and Ethics (2004).

Students are challenged to consider the socio-economic, political and professional factors that influence and reflect health care demands and provision. They are facilitated in developing the knowledge and skills that enhance personal performance and effectiveness in the provision of health care, which is underpinned by appropriate theory, research and evidence, and which reflect contemporary perspectives. Emphasis is placed upon acknowledging the multi-dimensional nature of human beings and in striving to provide health promoting care and support with the assistance of the multi-disciplinary team, appropriate organisations and agencies.

The Specialist Community Public Health Nursing standards set by the NMC (2004) have informed the characteristics and learning outcomes of the programme and will enable students to study for the NMC Specialist Community Public Health qualification

Teaching, Learning and Assessment Strategies

The learning, teaching and assessment strategies within this curriculum adhere to the DMU assessment policy and are underpinned by the University's Learning, Teaching and Assessment Strategy (ULTAS) (2007/08-2011/12),
Available at: <http://www.dmu.ac.uk/Images/ULTAS-2007-12_tcm6-42200.pdf>

The Guiding Principles of this are:

- Supporting students through HE
- Maintaining the currency of the curriculum
- Communicating with students
- Assessment of students.

The Faculty (of Health and Life Sciences) Learning Teaching and Assessing Strategy (FLTAS) for Implementation reflects the University Strategy and has been utilised to inform the development of the programme philosophy and programme learning, teaching and assessment strategy. The approaches are designed to draw on the students' current experiences and encourage the application of newly acquired knowledge to practice through shared learning. This includes promoting a high standard of assessment and clinical decision making by relating research / evidence based theory to practice.

The focus of the programme is student-centred learning and includes a wide variety of learning and teaching strategies. There are student-centred activities within the curriculum that include case studies, scenarios, small group work, action learning sets, workshops, pod casts, reflection, student presentations, and focused tutorials. This aims to facilitate the students' ability to integrate theory with practice and meet the diverse needs of our student groups.

It is through integrated practice and a programme portfolio that will facilitate a variety of student-centred activities that will enable students to develop the skills to critique and synthesise ideas, evaluate and reframe arguments and apply the knowledge to clinical practice. The ability of the student to be able to evaluate the evidence base for public health nursing is a core theme that runs across the programme.

To recognise the importance of the partnership approach between the University and our practice partners to the Specialist Community Public Health Nursing Programme education, the Personal Tutor, Module Tutors, Pathway leads and Practice Teachers will work together to provide support and guidance for the student while on placement. The pathway lead will be involved in the monitoring of the students' progress through a tripartite clinical visit each semester. Our practice colleagues are also involved through the development of the curriculum, module development and planning, assessing students in the practice area and in the delivery of taught elements with particular expertise. Recruitment of students onto the programme involves a joint interview process involving the SCPHN programme lead, pathway lead and Trust representatives, which truly reflects the partnership approach to the provision.

Recognising that effective care in the Community can best be provided by inter-professional co-operation, shared learning and inter-professional education and learning (IPE) will form part of the course. This will be principally be with other students on the individual pathways within the programme, but also may be with other professional practitioners, through module delivery.

The use of Technology Enhanced Learning and information technology skills will be taught and developed throughout the programme to enable students' to access information to maximise their learning and enable them to succeed within the modern workplace. This will include making maximum use of the Virtual Learning Environment. The DMU 'Draft threshold for the use of technologies document' have been utilised to guide the design and development of the Blackboard learning materials and will be used for each module. Students will be expected to take responsibility for their personal, professional and academic development. The emphasis of individual development centred on the collection of evidence for the practice assessment document and practice portfolio will enable the student to reflect on the integration of theory and practice in meaningful way. Students will be required to identify their learning needs in practice with their Practice Teacher and actively seek opportunities to acquire the knowledge and skills that will enable them to achieve the clinical learning outcomes associated with the each module and the programme.

The emphasis is on the link between theory and practice in all the modules. Students will be encouraged to explore, challenge and change existing knowledge and acquire new skills to achieve competency in their field/pathway. Guided reading and preparation from a range of sources will be utilised.

The learning, teaching and assessment strategies inherent within the Specialist Community Public Health Nursing provision are designed to ensure that students are able to provide a sound rationale for clinical decision making and practice. The Standards of Proficiency (NMC 2004) will be assessed both formatively and sumatively in practice by a Practice Teacher (same field) to demonstrate proficiency.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
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<ul style="list-style-type: none"> • Knowledge & understanding 	<p>The programme outcomes are informed by the characteristics of the programme which are based upon the standards of proficiency (within the 4 identified domains) (Appendix 1) set by the NMC for registration as a Specialist Community Public Health Nursing Practitioner, the NMC nurse prescribing standards and the QAA Subject Benchmarks for health care programmes.</p> <p>By the end of the programme, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic understanding of the influence and impact of policies affecting the health and well being of individuals, groups and populations 2. Utilise research to support evidence-based practice and to advance and enhance service provision 3. Utilise and further develop management and leadership skills and knowledge to enhance leadership roles within the primary care/multi-agency team. 4. Critically appraise and utilise epidemiological and other relevant data to initiate and/or participate in public health activities aimed at promoting health in the community
<ul style="list-style-type: none"> • Cognitive skills 	<ol style="list-style-type: none"> 1. Initiate action to identify and minimise risk to children and adults. 2. Critically analyse and utilise skills and knowledge to search for health needs with individuals, families, groups and communities 3. Devise, implement and critically evaluate health promotion strategies in order to facilitate health enhancing activities with individuals and defined social groups and communities
<ul style="list-style-type: none"> • Subject specific skills 	<ol style="list-style-type: none"> 1. Work in partnership and collaboration to minimise the risk children, young people and families. Participate in, plan as appropriate, and critically evaluate health assessment programmes for children and adults. 2. Utilise effective methods of collaboration and inter-professional working to plan, implement and evaluate high quality, evidence-based public health nursing care, which effectively meets the changing health

	<p>needs of individuals, families, groups and communities.</p> <p>3. Work in partnership and collaboration to minimise the risk children, young people and families. Participate in, plan as appropriate, and critically evaluate health assessment programmes for children and adults.</p> <p>4. Critical awareness of capacity and confidence to influence and use relevant service information and skills acting as an advocate where appropriate</p> <p>5. Undertake public health nursing practice in a non-discriminatory manner in order to further reduce inequalities in health.</p> <p>6. Competently prescribe listed items from a community practitioner nursing formulary in accordance with current legislation</p>
<ul style="list-style-type: none"> • Key Skills 	<p>1. Act autonomously in planning and implementing relevant strategies to assess holistically innovative approaches to meet the health needs for children, young people and families</p> <p>2. Demonstrate advanced communication skills in order to work with individuals, families and the wider community</p> <p>3. Demonstrate the ability to problem solve, draw conclusions and plan actions to resolve the problem including competency and accuracy in numeracy calculations as it applies to the practice of prescribing</p> <p>4. Critically analyse, evaluate and apply and disseminate research findings to public health nursing</p> <p>5. Exhibit effective communication and interpersonal skills for safe practice</p> <p>6. Operate competently and confidently the use of information technology for a range of purposes required to ensure high quality nursing care</p> <p>7. Commit to manage and direct life-long learning and professional responsibility including the skills of planning, self assessment, critical reflection, self motivation, independent, resourcefulness and</p>

	evaluation in order to recognise one's own limitations and enhance knowledge, skills values and attitudes needed for safe and effective practice
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5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
NMAH3112	0.00	3	Must Take	1, 2, X	DM
NMAH3373	15.00	3	Both	1, 2	DM
SCPH5000	30.00	5	Both	1, 2	DM
SCPH5001	15.00	5	Both	2, X	DM
SCPH5002	0.00	5	Both	1, X	DM
SCPH5003	15.00	5	Both	1, 2	DM
SCPH5004	15.00	5	Both	2, X	DM
SCPH5020	15.00	5	Both	1, 2	DM
SCPH5100	15.00	5	Must Pass	2, X	DM
SCPH5101	15.00	5	Must Pass	2, X	DM
SCPH5102	15.00	5	Must Pass	2, X	DM
SCPH5103	15.00	5	Must Pass	2, X	DM

Structure

Structure notes

1 The new programme, P.G Diploma Community Public Health Nursing (SCPHN) is a fully integrated theory/practice (50% theory 50% practice) programme which will be 52 weeks in length, of which 45 weeks will be programmed. There will be the opportunity to undertake the MSc route following the successful completion of the PG Diploma. This will comprise of a Service development project (60 credits at Level 7) over a year. The programme will be offered through both a part-time and full-time mode, with a maximum completion time of 156 weeks for full-time students and 208 weeks for part-time students. The programme will have two pathways: SCPHN (Health Visiting) and SCPHN (School Nursing) The programme also has a modular structure and comprises modules totalling 120 level 7 credits, from the following:

Course Specific Differences or Regulations

1 The award of the PG Diploma Specialist Community Public Health Nursing requires the student to pass all modules and complete all professional requirements. The assessment regulations for the programme exceed the Universities general regulations in that:

- Students must successfully complete all modules (with the exception of Supervised Practice) prior to being allowed to complete the period of supervised practice

- Integration of V100 (Community Formulary Prescribing) In light of NMC guidance 'Standards of proficiency for nurse and midwife prescribers' (NMC 2006), Community Formulary prescribing (V100) will be integrated into the programme: the nurse prescribing components will be taught within the 'Contemporary issues in the context of public health' and the Supervised Practice modules and will be undertaken by those enrolling on the programme as a whole. The nurse prescribing assessment will form part of the assessment for Supervised practice which will take place at the end of the SCPHN programme; it was agreed at curriculum development that this was the most appropriate module in which to place the nurse prescribing assessment, since it would allow those undertaking the health visiting and school nursing pathways adequate time to gain a sound understanding of their role, before considering their nurse prescribing roles and responsibilities within those defined practice areas. Nurse prescribing is not mandatory for Specialist Community Public Health Nurses (NMC 2004). However, there has been an expressed wish from service partners that any students supported by them to do the SCPHN should be community practitioners nurse prescribers, therefore the following has been proposed for NMC validation/approval:

- that nurse prescribing will be taught to all undertaking the SCPHN programme, as it is integrated within the curriculum/syllabus of two core modules
- that the nurse prescribing assessment will form part of the assessment of the Supervised Practice module

- that it will be an essential component of the Supervised Practice module assessment, carrying a 50% weighting of the total module assessment. The nurse prescribing assessment will take the form of a written examination comprising two parts: one to test numeracy proficiency with a pass mark of 100%; the other will assess pharmacological knowledge/proficiency through an MCQ/short answer paper with a pass mark of 80% - if a student fails any of these two parts of the nurse prescribing examination, or any component of the Supervised Practice module assessment they may have one further attempt in that component as per the assessment guidelines for the programme. When students have passed both components of the Supervised Practice module assessment (as well as the other module assessments) they will be recommended to the NMC for both the SCPHN and Community Practitioner Nurse Prescriber awards. If the student is unsuccessful on the second attempt the student but successful on all other modules including supervised practice then the student can still be recommended for registration onto Part 3 of the NMC register

- All of the core and elective modules undertaken as part of the programme will be supported by practice experience in the defined area of practice i.e. practice in a health visiting setting for students on the health visiting route or in a school nursing setting for those on the school nursing route. This practice experience will be concurrent with the theoretical aspects of the programme.

- Students are required to complete all components of theory and practice successfully and to meet the statutory requirements in attendance and professional conduct in order to qualify for professional qualification and for the academic award. Every module (with the exception of the supervised practice module) carries equal theory and practice teaching/learning time; theory and practice are concurrent in that students spend two days a week in University, undertaking the equivalent of 4 modules per semester, and also spend two days in practice a week to integrate knowledge and skills from modules undertaken to their defined area of practice. The sample timetable (Appendix) demonstrates how theory and practice is organised and distributed throughout the programme.

- To pass a module, the student must have achieved at least the pass mark in ALL components of the assessment e.g. the module assessment consists of a theory and practice assessment for the student to pass the module

- Students will also have a period of four weeks alternative practice experience which will allow them the opportunity to gain experience in 'settings and with clients, considered to be important or that may be a potential area of responsibility, even if not central to the defined area of practice' (NMC 2004). As an example, a student on health visiting route may undertake alternative practice experience within a schools or workplace setting and a student on the school nursing route may undertake alternative practice within a health visiting setting; as another example, both routes may undertake alternative practice in a public health department or in an area where alternative/innovative public health work is done e.g. work with travelling families; asylum seekers/refugees

- The Supervised Practice module is a mainly practice based module, with some theory days, the equivalent of 20 hours, which affords students the opportunity to consolidate learning and practice in their defined areas of practice i.e. a student on the health visiting pathway will undertake this period of practice in health visiting and a school nursing student will do so in school nursing. The period of consolidated practice within the Supervised Practice module will be 12 weeks long of which students must undertake a minimum of 10 weeks in their defined area of practice

- On satisfactory completion of the programme prior to entry to the NMC Register for the Specialist Community Public Health Nursing (Health Visiting or School nurse field) students are required to provide evidence of their ability to meet the requirements for good

character (Enhanced CRB) and continuing professional registration and that this has not changed since they started the programme. This will be checked by completing a self-declaration form provided for this purpose which declares they are capable of safe and effective practice.

· Failure to complete a self-declaration form or to inform the programme leader of any changes in circumstance will lead to students not being able to progress until the matter is resolved.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1 QA of work based learning
Arrangements for liaison with collaborative partners.
Procedures for maintaining standards across different centres.

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

Course Handbook Descriptor