

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Health in Society
<b>2</b>	<b>Module Credits</b>	30
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	NUR 4023

<b>5</b>	<b>Module Overview</b>
<p>Nurses will take a central role in the 21st century in delivering services for those who are sick and in promoting the health and wellbeing of individuals, in particular identifying any barriers that may impede recovery. Therefore:</p> <ul style="list-style-type: none"> <li>•The aim of the module is to develop compassionate, caring nurses who are capable of delivering value-based care that respects individuals' dignity.</li> <li>•Emphasis will be on promoting understanding of the delivery of services to improve health and wellbeing and to reduce health inequalities.</li> <li>•Nursing will be explored within the context of current socioeconomic, health and demographic trends. Concepts of diversity and equality will be explicit throughout the module content.</li> <li>•Students will gain an awareness of health promotion/education to tackle health inequalities and support behavioural changes in an individual.</li> </ul> <p><b>Learning and Teaching Strategies:</b></p> <p>Learning and teaching methods are used to promote a dialogue enabling students to receive ongoing feedback. Student focused teaching and learning methods form the basis of the student's formative feedback. This includes one to one tutorials, group work, the use of scenarios and case studies, presentations and Moodle activities. Scenario group work, presentations, timetabled assignment specific activities and tutorials form the structure for supporting and giving feedback to students formatively. Feedback may be verbal and / or written, thus supporting students and focusing them towards the summative stage of the assignment.</p> <p>During the first week of the module the module leaders will launch the module content, delivery, resources and details of the assessment. Introduction to the Moodle resources will be provided within the first day of the module timetable launch. The Moodle page contains important information about each of the timetabled sessions and it is important that students use this information to prepare for and consolidate the information / learning in the timetabled sessions. The module team will endeavour to provide lecture notes and relevant resources on the module's Moodle site and will refer students to additional relevant resources for further development e.g. the physiology website.</p> <p>A variety of teaching and learning strategies are employed which include lectures, workshops and group discussions. Students will also be expected to undertake independent self-guided study, utilising a range of resources including online resources. The module team recognise that each student is unique with an individual learning style and is an active participant in their own learning and development, therefore a student centred approach to teaching and learning is embraced. Examples of teaching and learning strategies include:</p> <ul style="list-style-type: none"> <li>Formal lead lectures.</li> <li>Group work and group problem solving.</li> <li>Scenario group work.</li> <li>Tutorials.</li> <li>Workshops.</li> <li>Case studies.</li> </ul>	

Presentations.  
 E-Learning resources.  
 Online resources.

The use of team teaching and a diverse teaching team also enhance the focus upon student centred learning.

**Modes of assessment:**

Formative Assessment

Formative assessment opportunities will be inherent throughout the module via:

- E-learning resources via a range of activities on Moodle
- Informal assessment in a safe and supportive environment during group work
- Peer and teacher feedback
- Tutorials

Summative Assessment

A 2000 word written assignment in which the students will demonstrate within the fields of nursing their understanding of how people's lifestyles, environments and the location of care delivery will influence health and wellbeing. They will be required to identify opportunities where health promotion strategies are appropriate to prevent illness and improve quality of life through collaboration with other health and social care professionals, agencies, service users, carers and families.

This assessment will meet Learning Outcomes 1, 2, 3, 4 and 5.

**6 Indicative Content**

Week	Timetabled Session	Member of Staff Responsible
1	Module launch: Introduction to the module, timetable and moodle site Introduction to Public Mental Alcohol Misuse	Module Team
2	Drug misuse Psychology and Health Behaviours Diversity & Equality Stress and sleep Sexual Health / Teenage Pregnancy Physical Inactivity	Module Team
3	Health Policy/strategy - what do we mean by these terms? The future of the NHS: What does this mean for nursing? Obesity Assignment session 1:	Module Team

	Student assignment workshop Assignment preparation	
4	Social Determinants of Health Lifeline including 4 Fields Of Nursing Assignment session 2: Role of the nurse: Fields of nursing	Module Team
5	Epilepsy Nutrition Across the Lifespan Smoking Introduction to Diabetes Mellitus	Module Team Dietician QE Module Team Clinical Practitioner
6	Ageing and Health 'Hot Panel Session' – A Question and Answer session facilitated by each field of nursing Module Evaluation	Module Team

<b>7</b>	<b>Module Learning Outcomes</b>		
	<b>On successful completion of the module, students will be able to:</b>		
	<b>1</b>	Explore well-being, health and illness within the context of individuals, families, communities and society using a holistic approach in all fields of practice.	
	<b>2</b>	Identify the influence of factors such as diversity, culture, environment, physiology, psychology and socio - economic on health and recovery in all fields of practice.	
	<b>3</b>	Examine current strategies to promote health in all fields of practice.	
	<b>4</b>	Discuss the role of the nurse and other members of the inter-professional team across the lifespan of an individual in all fields of practice.	
	<b>5</b>	Demonstrate how the attitudes, knowledge and skills developed within the module will inform practice.	

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-5</b>	<b>X</b>		

<b>9 Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>	<b>Hours</b>
<b>Scheduled Learning (SL)</b> <b>Study or learning activity</b> Formal lead lectures Videos E-Learning resources Group work Group problem solving Interaction with service users Team Teaching Scenario group work Case studies Tutorials Workshops Poster presentations Debates	<b>60 hours student contact</b>  <b>80% Core</b> <b>20% Field</b>
<b>Directed Learning (DL)</b> Independent Study (MOODLE activity and Library /Internet work) Preparatory work for Assessment Individual tutorials and assignment support	<b>See below</b>
<b>Private Study (PS)</b> Independent Study (MOODLE activity and Library /Internet work) Preparatory work for Assessment Individual tutorials and assignment support	<b>Combined directed and private study = 240 hours</b>
<b>Total Study Hours:</b>	<b>300 hours</b>