

Module Details	
Module Title	Health Needs Assessment in Practice
Module Code	NUR7068-B
Academic Year	2020/1
Credits	20
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Learning Objects Interaction	3
Online Lecture (Asynchronous)	4
Online Lecture (Synchronous)	13
Tutorials	5
Directed Study	175

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
1. To develop in-depth critical awareness of the concept of needs and to synthesise theory and knowledge of the principles of surveillance in assessing the health needs of a population. 2. To critically evaluate different methods of setting policy, planning and service priorities and to critically apply knowledge, policy and research in designing health needs assessment.

Outline Syllabus
? Types of needs, ethical issues, professional and legal responsibilities. ? Approaches to assessing health needs. ? Community profiling and rapid needs analysis. ? Community engagement and designing a needs assessment. ? Health impact assessment, health equity audits. ? Quality issues in health needs assessment.

Learning Outcomes	
Outcome Number	Description
01	1. Engage in critical analysis and research of the concepts and determinants of health and disease and apply demographic and epidemiological knowledge and skills in assessing health needs.
02	2. Critically appraise the sources of data used in assessing health needs and synthesise and articulate sound argument for identifying and prioritising health needs.
03	3. Differentiate between different types of need assessment and apply current evidence from a wide range of sources to inform professional public health practice.
04	4. Critically reflect on the practical and ethical issues that arise out of assessment of population health and well-being.
05	5. Retrieve, apply and evaluate appropriate information in relation to identifying the health needs of populations and evaluating health improvement interventions.

Learning, Teaching and Assessment Strategy

Adopting a blended learning approach, research informed key lectures will deliver core content; providing students with the opportunity to acquire research knowledge & awareness of theoretical frameworks exploring and evaluating the knowledge base of surveillance and assessment of population health and well-being (LO 1, 2, 3, 4 and 5). This approach will also be used to provide students with the opportunity to acquire the information to enhance their knowledge and an in-depth critical awareness of assessing public health needs (LO 1, 2, 3, 4 and 5).

Lectures will be delivered as live (synchronous session and some as asynchronous session ? meaning you can access the lecture at your own convenience) and student tutorials will be offered face to face on campus (LO 1, 2, 3, 4, 5). Online blended learning will be used for group learning to facilitate teacher/learner/peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding through reflection and analysis of theoretical frameworks exploring demographic, epidemiological and social data towards identifying and addressing the health needs of a population and issues relating to evaluating health improvement interventions in practice (LO 1, 2, 3, 4, 5).

Directed study and additional hours described as 'Other' will provide students with the opportunity to undertake directed reading, participate in enquiry based learning, address individual learning needs, contextualise learning to the students own area of knowledge/practice/experience (LO: 1, 2, 3, 4, 5) and to develop further their own portfolio of learning which will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis (LO: 1, 2, 3, 4, 5).

VLE and library services will be used to support online blended learning and to provide access to online resources, lecture notes and external links to websites of interest. Learning objects will entail the use of quizzes within the module for students to engage with specific packages of learning using problem-based learning (LO: 1, 2, 3, 4, 5).

Formative assessment and feedback will be provided at individual and group tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment.

All learning outcomes will be assessed by the assessment: a choice of a 20 Minutes Power Point Presentation and 10 minutes for questions, or a 4,000 word Essay: Design and conduct a health needs assessment of a community or group with a specific illness/issue.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Design and conduct a health needs assessment of a community or group with a specific illness or issue. Pres or CW	N/A	100%
Formative	Presentation	Student summary highlighting key issues associated with the design and conduct of a health needs assessment for a group or community.	7 minutes	N/A
Formative	Coursework	Health needs assessment essay plan	500 words	N/A

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

