

Module Details	
Module Title	Promoting Health
Module Code	NUR5504-C
Academic Year	2022/3
Credit Rating	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 5
Pre-requisites	
Co-requisites	

Contact Hours	
Type	Hours
Independent Study	260.5
Online Seminar (Synchronous)	3
Online Lecture (Asynchronous)	5
Online Tutorials (Synchronous)	1
Lectures	31
Practical Classes or Workshops	18
Seminars	18

Directed Study	46.5
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Availability	
Occurrence	Location / Period
BDA	University of Bradford / Non-Standard Academic Year
MYA	University of Bradford / Academic Year

Module Aims
This module aims to develop your understanding and application of health promotion models and approaches. The module will provide an overview of the nature and direction of public health in contemporary practice with reference to the anatomical systems and associated pathologies in the outline syllabus. The module aims to develop your ability to analyse the impact of national and public health policy and its relevance to your practice. You will also examine and appraise a range of health promotion approaches along with public health strategies to support positive behaviour change.

Outline Syllabus
Anatomy, Physiology & common Pathologies: Anatomy & physiology of the: Musculo-skeletal system, Immune system Reproductive system Skin Genetics and genomics, including haematology & oncology Principles of pathogenesis and immunology Sexual health

Nursing procedures:

Blood glucose monitoring

Wound care

Managing Mental Health crisis

Introduction to phlebotomy & cannulation

Health Education

Historical context of public health

Health screening, improvement and protection across the lifespan Health and digital health literacy

Application of health promotion models and approaches Ethics in health promotion

Health policy

Consumer involvement in planning, delivering and evaluating health service provision

Identifying and managing risk factors

Meeting the health needs for people with a learning disability

Communication Strategies:

Health psychology and behaviour change theory Motivational interviewing in behaviour change Application of skills of brief interventions

Role of the nurse in supporting behaviour change

Transition of Service User's through services

Developing self and others:

Personal 'health' identity - Subjectivity and influences on personal health in a professional context

Mental health & well-being of the student

Learning Outcomes

01

Apply theories/models of health promotion and health education

	relevant to nursing care across the lifespan.
02	With reference to the body systems detailed in the outline syllabus identify normal anatomy and physiology and show how related pathophysiology impacts upon health and wellbeing.
03	Using underpinning theory and communication strategies to demonstrate knowledge of nursing skills to promote individual and public health.

Learning, Teaching and Assessment Strategy

This module adopts a range of learning and teaching activities to facilitate your learning. Research informed key lectures will deliver core content providing you with the opportunity to discuss and evaluate the range of knowledge, policies, theories and evidence that contribute to your understanding of your role as a student nurse in promoting health. This will be complemented by seminar and team-based learning (TBL) sessions to equip you for life-long learning as evidence-based practitioners.

Group learning and practical sessions will enable you to consolidate this learning and your clinical practice.

These will be synchronous. The Virtual Learning Environment (VLE) will be used to provide access to online resources, reading lists, lecture notes and external links to websites of interest.

Practical sessions on Nursing Procedures will enable you to gain practical competence and develop your communication skills.

The assessment of the module is divided into two summative assessment tasks which assess the learning outcomes of the module. Each summative assessment is described as a component of assessment.

You will evaluate your team working and communication skills through a formative group presentation.

Working in small teams during the Team Based Learning (TBL) sessions will provide opportunity for formative and summative assessment of the learning outcomes.

To prepare you for the summative assessment tasks you will receive formative feedback during the TBL sessions. You will also have an opportunity to take part in mock individual and team Readiness Assurance Tests (iRATs and tRATs).

Academic supervision is not provided for your TBL.

You will have the opportunity to engage in academic supervision to support the development of your summative essay assessment. Feedback will be provided on this submission to facilitate reflection and your self-assessment.

The feedback that you will receive from the formative assessment will help prepare for your summative group presentation. The assessment of the module is divided into two summative assessment tasks which assess the learning outcomes of the module. Each summative assessment is described as a component of assessment.

Working in small teams during the Team Based Learning (TBL) sessions will provide opportunity for formative and summative assessment of the learning outcomes.

You will have the opportunity to engage in academic supervision to support the development of your summative presentation assessment. Feedback will be provided on this submission to facilitate reflection and your self assessment.

Mode of Assessment				
Type	Method	Description	Weighting	
Summative	Team-Based Assessment	TBL; IRAT(25%), tRAT (8%), application exercise (9%), Peer Evaluation (8%) (Supps MCQ)		50%
Summative	Presentation	Group Presentation (20 Mins)	20 mins	50%
Formative	Not assessed	Plan of summative presentation	Plan of summative presentation	

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.