

Contemporary Issues for Community Children's Nurses, Level 6

| UNIT CODE | 2CP3D072 | | | | | | | | | | | | | | |
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| UNIT TITLE | Contemporary Issues for Community Children's Nurses | | | | | | | | | | | | | | |
| UNIT ABBREVIATION | CICCN | | | | | | | | | | | | | | |
| LEVEL OF STUDY | 6 | | | | | | | | | | | | | | |
| CREDIT VALUE | 10 | ECTS VALUE | 5 | | | | | | | | | | | | |
| HOME DEPARTMENT | Department of Nursing | | | | | | | | | | | | | | |
| UNIT COORDINATOR | Janette Doxey | | | | | | | | | | | | | | |
| KEYWORDS | Community children's nursing, children's nursing, community nursing | | | | | | | | | | | | | | |
| UNIT LEARNING OUTCOMES | <p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of contemporary issues impacting on community children's nursing and the ability to evaluate related evidence, arguments and assumptions 2. Critically appraise Community Children's Nurses' actual or potential contribution to health promoting and health protection strategies and demonstrate an informed approach to problem solving | | | | | | | | | | | | | | |
| SUMMATIVE ASSESSMENT | <table border="1"> <thead> <tr> <th>Element (highlight final element)</th> <th>Type</th> <th>Weighting</th> <th>Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td>1 (final)</td> <td>Examination</td> <td>100%</td> <td>1,2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Element (highlight final element) | Type | Weighting | Learning outcomes assessed | 1 (final) | Examination | 100% | 1,2 | | | | | | |
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| 1 (final) | Examination | 100% | 1,2 | | | | | | | | | | | | |
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| EMPLOYABILITY AND SUSTAINABILITY OUTCOMES | Outcomes | Element of Assessment |
| | Analyse real world situations critically | 1 |
| | Demonstrate professionalism and ethical awareness | 1 |
| | Communicate effectively using a range of media | - |
| | Apply teamwork and leadership skills | - |
| | Manage own professional development reflectively | - |
| | Find, evaluate, synthesise and use information | - |
| | Work within social, environmental and community contexts | - |
| | Use systems and scenario thinking | - |
| | Engage with stakeholder/interdisciplinary perspectives | 1 |
| ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT | <p>Formative: students are offered the opportunity to discuss work in progress and receive feedback</p> <p>Summative: A 2 hour, seen examination (deemed equivalent to 2,250 words) which addresses all learning outcomes</p> | |
| ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT | CPD unit grading criteria for level 6 apply If taken as part of a programme with PSRB requirements this unit must be passed and cannot be compensated or condoned | |
| NON STANDARD MINIMUM PASS MARK | | |

OUTLINE OF THE UNIT

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| BRIEF SUMMARY | <p>The overall aim of this unit is to examine contemporary issues of particular relevance to community children's nursing. Emphasis is placed on the role of Community Children's Nurses in responding to health policy and their contribution to health promoting and health protection strategies. This unit is mandatory for students undertaking the BSc (Hons) Community Health - Community Children's Nursing pathway.</p> <p>To be eligible to undertake this unit, students must:</p> <ul style="list-style-type: none"> • Be enrolled on the BSc (Hons) Community Health Community Children's pathway OR • Be a Specialist Practitioner – Community Children's Nursing OR • Be a first level nurse – children (RN8, RNC) working within a community |
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| | children's nursing service and undertaking a negotiated mode of study in community children's nursing |
| INDICATIVE CONTENT | <p>Current political and professional issues will influence the curriculum but typical content is likely to include: the role of community children's nurses in relation to current government targets and initiatives; health promotion and health education with children and families; promoting healthy lifestyles; nutrition; obesity; exercise/physical activity; sexual health; smoking; alcohol and substance misuse; immunisation; transition; delegation</p> <p>Teaching and learning strategies may vary according to the group size and learning preferences of group members. They may include: lectures; group work; seminars; e-learning; case study analysis, reflection on practice; directed study activities; subject focused tutorials</p> |

LEARNING ACTIVITIES

| BREAKDOWN OF STUDENT LEARNING ACTIVITY | <table border="1"> <thead> <tr> <th>Type of Activity</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Summative assessment</td> <td>25%</td> </tr> <tr> <td>Directed study</td> <td>30%</td> </tr> <tr> <td>Student-centred learning</td> <td>45%</td> </tr> </tbody> </table> | Type of Activity | % | Summative assessment | 25% | Directed study | 30% | Student-centred learning | 45% |
|---|---|------------------|---|----------------------|-----|----------------|-----|--------------------------|-----|
| | Type of Activity | % | | | | | | | |
| | Summative assessment | 25% | | | | | | | |
| | Directed study | 30% | | | | | | | |
| Student-centred learning | 45% | | | | | | | | |
| MANDATORY LEARNING & TEACHING REQUIREMENTS | | | | | | | | | |

LEARNING RESOURCES

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| ESSENTIAL READING | <p>Literature: Department of Health (2010) <i>National service framework for children and young people's continuing care</i>. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_116469.pdf Department of Health (2011) <i>NHS at home: Community children's nursing services</i>. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_124900.pdf Department of Health (2009) <i>Healthy lives, brighter futures – The strategy for children and young people's health</i>. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_094397.pdf</p> <p>Journals: British Journal of Community Health Nursing (Mark Allen Publishers) Journal Of Advanced Nursing (Blackwell Science)</p> <p>Websites: www.dh.gov.uk</p> |
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| | www.rcn.org.uk/development/communities/rcn_forum_communities/children_and_young_people_field_of_practice |
| ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY | Due to the diverse and contemporary nature of this unit no resources are specified here |
| SPECIAL ICTS REQUIREMENTS | |
| ANY OTHER ADDITIONAL RESOURCES | |

ADMINISTRATION

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| JACS CODE | |
| DATE OF APPROVAL | 2 February 2012 |
| DATE OF MOST RECENT CONSIDERATION: | |
| UNIT EXTERNAL EXAMINER | |
| UNIT ASSESSMENT BOARD | |

Contemporary Issues for Community Children's Nurses, Level 7

| UNIT CODE | 2CP3D172 | | | | | | | | | | | | | | |
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| UNIT TITLE | Contemporary Issues for Community Children's Nurses | | | | | | | | | | | | | | |
| UNIT ABBREVIATION | CICCN | | | | | | | | | | | | | | |
| LEVEL OF STUDY | 7 | | | | | | | | | | | | | | |
| CREDIT VALUE | 10 | ECTS VALUE | 5 | | | | | | | | | | | | |
| HOME DEPARTMENT | Department of Nursing | | | | | | | | | | | | | | |
| UNIT COORDINATOR | Janette Doxey | | | | | | | | | | | | | | |
| KEYWORDS | Community children's nursing, children's nursing, community nursing | | | | | | | | | | | | | | |
| UNIT LEARNING OUTCOMES | <p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic and critical understanding of contemporary issues impacting on community children's nursing and the ability to critically evaluate related evidence, arguments and assumptions 2. Critically analyse Community Children's Nurses' actual or potential contribution to health promoting and health protection strategies and demonstrate an informed approach to problem solving using sound judgement and initiative | | | | | | | | | | | | | | |
| SUMMATIVE ASSESSMENT | <table border="1"> <thead> <tr> <th>Element (highlight final element)</th> <th>Type</th> <th>Weighting</th> <th>Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td>1 (final)</td> <td>Examination</td> <td>100%</td> <td>1,2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | Element (highlight final element) | Type | Weighting | Learning outcomes assessed | 1 (final) | Examination | 100% | 1,2 | | | | |
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| EMPLOYABILITY AND SUSTAINABILITY OUTCOMES | Outcomes | Element of Assessment |
| | Analyse real world situations critically | 1 |
| | Demonstrate professionalism and ethical awareness | 1 |
| | Communicate effectively using a range of media | - |
| | Apply teamwork and leadership skills | - |
| | Manage own professional development reflectively | - |
| | Find, evaluate, synthesise and use information | - |
| | Work within social, environmental and community contexts | - |
| | Use systems and scenario thinking | - |
| | Engage with stakeholder/interdisciplinary perspectives | 1 |
| ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT | <p>Formative: students are offered the opportunity to discuss work in progress and receive feedback</p> <p>Summative: A 2 hour, seen examination (deemed equivalent to 2,250 words) which addresses all learning outcomes</p> | |
| ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT | <p>CPD unit grading criteria for level 7 apply If taken as part of a programme with PSRB requirements this unit must be passed and cannot be compensated or condoned</p> | |
| NON STANDARD MINIMUM PASS MARK | | |

OUTLINE OF THE UNIT

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| BRIEF SUMMARY | <p>The overall aim of this unit is to examine contemporary issues of particular relevance to community children's nursing. Emphasis is placed on the role of Community Children's Nurses in responding to health policy and their contribution to health promoting and health protection strategies. This unit is mandatory for students undertaking the PgDip Community Health - Community Children's Nursing pathway.</p> <p>To be eligible to undertake this unit, students must:</p> <ul style="list-style-type: none"> • Be enrolled on the PgDip Community Health Community Children's pathway OR • Be a Specialist Practitioner – Community Children's Nursing OR • Be a first level nurse – children (RN8, RNC) working within a community |
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| | children's nursing service and undertaking a negotiated mode of study in community children's nursing |
| INDICATIVE CONTENT | <p>Current political and professional issues will influence the curriculum but typical content is likely to include: the role of community children's nurses in relation to current government targets and initiatives; health promotion and health education with children and families; promoting healthy lifestyles; nutrition; obesity; exercise/physical activity; sexual health; smoking; alcohol and substance misuse; immunisation; transition; delegation</p> <p>Teaching and learning strategies may vary according to the group size and learning preferences of group members. They may include: lectures; group work; seminars; e-learning; case study analysis, reflection on practice; directed study activities; subject focused tutorials</p> |

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| MANDATORY LEARNING & TEACHING REQUIREMENTS | | | | | | | | | |

LEARNING RESOURCES

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| ESSENTIAL READING | <p>Literature: Department of Health (2010) National service framework for children and young people's continuing care. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_116469.pdf Department of Health (2011) NHS at home: Community children's nursing services. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_124900.pdf Department of Health (2009) Healthy lives, brighter futures – The strategy for children and young people's health. http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_094397.pdf</p> <p>Journals: British Journal of Community Health Nursing (Mark Allen Publishers) Journal Of Advanced Nursing (Blackwell Science)</p> <p>Websites: www.dh.gov.uk</p> |
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| | www.rcn.org.uk/development/communities/rcn_forum_communities/children_and_young_people_field_of_practice |
| ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY | Due to the diverse and contemporary nature of this unit no resources are specified here |
| SPECIAL ICTS REQUIREMENTS | |
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ADMINISTRATION

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| JACS CODE | |
| DATE OF APPROVAL | 2 February 2012 |
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| UNIT EXTERNAL EXAMINER | |
| UNIT ASSESSMENT BOARD | |