RN/Diploma Nursing
RN/BSc (Hons) Nursing
2009 Curriculum

Psychosocial Sciences and Public Health Theme (PSPH)

Module Handbook

The Experience of Health & Illness
NM2710

February 2009 cohort

Year 2 (February 2010 – February 2011)
Details of Module Leader

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INTRODUCTION
This module will provide the student with an opportunity to engage and explore the individual client or patient’s experience of health and illness. It is intended to increase the student's understanding of the notion of the patient career formed by the interactions between individual experience and the various perspectives of practitioners who are providing care and support. In continuing from year one, the student will be developing knowledge and analytical skills that draw on the contributions made by Sociology, Psychology and Public Health. In completing the module students will be able to inform their practice by understanding the impact of illness and health on the individual, their family, professionals and/or significant others. Students will also become aware of the significance of the role of professionals in health and social care, in the construction of commonly held beliefs and ideas about health and illness by the lay public.
OVERVIEW OF THE THEME
The Psychosocial Sciences

You will now understand that this theme comprises a number of disciplines and perspectives that underpin professional knowledge and practice in nursing and midwifery:

- Law & Ethics
- Management & Leadership
- Psychology
- Public Health
- Sociology including:
  - Beliefs, Faith and Cultures
  - Sexualities, Health & Gender

There are four PSPH modules over the three years:

- Year 1: NM1705 Society and Health – which you have now completed!
- Year 2: NM2710 Experiencing Health and Illness
- Year 3: NM2759/NM3731 Public Health: Themes and Perspectives
- Year 3: NM3732 Management, Ethics and Law

LINKS WITH OTHER THEMES

Although this module appears to be self-contained, in fact there are a large number of issues and topics that link with the other modules over the three years. The FACT (Fundamental Aspects of Care) sessions that will enable you to explore the social, psychological and public health issues with reference to your area of specialist practice and experience in midwifery, children’s or adult and mental health. Similarly, the PNMK (Professional Nursing and Midwifery Knowledge) theme will provide opportunities for you to apply ethical and legal issues to your understanding of how professional practice is underpinned with a variety of forms of knowledge.
Most importantly, the practice modules will produce situations, experiences and opportunities to encounter many different people, each of whom will have a unique social, cultural and religious (or non-religious) perspective. Some of these people and their situations may challenge your ideas and values, so that you will draw on the ideas and theories explored in the PSPH module to consider your response in a balanced and informed way.

AIMS OF THE MODULE

• Students will explore the meaning of class, cultural, ethnic, spiritual, gender and sexuality and other social variables to increase their critical understanding of:
  o How ideas or concepts of risk and harm are formed in public health
  o The extent to which health and ill-health experiences can be so diverse across the life course.
  o The significance of the medical model in relation to lay understandings of health and healthcare.

• It is intended that the students will further comprehend how health and illness are social as well as biological states;
  o The wider social and cultural meanings associated with the body from preconception, childbirth to Death
  o The significance of health/illness in the construction of individual biographies and narratives;
  o The role of social policy in political economy of health for the provision of services and the access to NHS and other health care systems
  o The management of the professional/lay encounter, dealing with emotional hardship and the psychosocial implications of health, ill-health, loss and suffering

A central concern of the Psychosocial/Public Health modules is that students have the opportunity to learn a spectrum of perspectives and explanations of the diversity of human experience and social conditions that can be applied in practice. Therefore, as far as it is educationally valuable and practical, as much of the module as possible will draw on knowledge, perspectives and skills that are common to all
the groups (i.e. Child/Mental Health/Adult) but with particular opportunities being provided to allow for branch specific enquiry and application of the issues through seminars, small groups, the use of workbooks, EBL and project work.

LEARNING OUTCOMES
At the end of the module it is expected that you meet the following learning outcomes. The numbers and letters below refer to specific Nursing Proficiencies and Standards of Proficiency set by the NMC (Nursing and Midwifery Council).

Cognitive/Intellectual Skills
- Demonstrate how practice may be informed by analysing the social and cultural factors (e.g. popular culture) that may influence the individual's experiences of health and illness (NMC 2.2, 2.3, 2.12)
- Demonstrate basic skills in gathering and utilising diverse forms of health related data and research that may illuminate differing aspects of health and illness. (NMC 1.7, 2.4)
- Develop an empathetic approach to patient care that incorporates a considered understanding of how service users perspectives may be addressed and utilised in practice (NMC 2.2, 2.3, 2.4)
- Understand how the knowledge of individuals, their families and their communities can inform strategy development and influence policies that affect health and well-being. (NMC 2.6, 2.10, 2.13)
- Comprehend a population based approach in health needs assessment and public health. (NMC 2.10, 2.11, 2.13)

Knowledge/Understanding
- Consider the importance of health planning, delivery and evaluation in public health. (NMC 1.7, 2.7, 2.22)
- Be able to use some methods for assessing and measuring health and linking the measurement to health care need. (NMC 2.7, 2.8)
- Demonstrate an understanding of how the construction of ‘truth’ or what is commonly regarded as ‘fact’ in relation to health and illness may differ according to lay and professional knowledge. (NMC 2.9, 2.10)
• Comprehend the role of social sciences in examining the lay and professional constructions of health and illness. (NMC 1.11, 2.9, 2.13)
• Explore the implications of how individuals and their carers respond to experiences in health such as childbirth or the processes of illness (NMC 2.7, 2.10, 2.22)
• Explore the concept of risk and danger in relation to both individual lifestyle and professional constructions of risk (NMC 3.1, 3.2, 3.4, 3.5)
• Develop an understanding of the importance of effective multi-agency cooperation in public health policy (NMC 2.3)
• To explore and to apply the knowledge which underpins psychological and emotional factors in the experience of health and illness; inclusive of both conscious and unconscious processes in carers and in patients (NMC 2.22, 4.3).

Subject Specific Skills
• Develop critical awareness of how research may enhance the understanding individual experiences of fertility, childbirth, health and illness across the lifecourse (NMC 2.18, 4.1, 4.3)
• Identify a variety of tools for assessing and measuring the health of populations. (NMC 2.13, 2.15)

Transferable Skills
• To recognise oppressive practices in health care that perpetuate labelling, value judgements, stereotyping and any other prejudicial actions (NMC 4.3, 4.4)
• Increase the ability to evaluate and utilise a range of perspectives of the best available evidence in clinical decision-making. (NMC 2.13, 3.12, 3.13, 3.14)
• Consider the possible motivations for health related behaviour and health choices with greater sensitivity to the individual social and cultural contexts. (NMC 1.14, 2.4, 2.10)
• Further develop reflective approaches that enhance critical self-evaluation in the lay/professional encounter (NMC 3.15, 4.1, 4.3)
• Increased understanding and use of, a bio-psycho-social, and inter-cultural perspective in the delivery of holistic care to patients.
Values and Attitudes

- Recognise the value of health and health care needs assessment as an aspect of professional practice. (NMC 1.7, 2.7, 2.8)
- Locate the pregnancy, health or illness experience in the individual’s personal, family and community life. (NMC 2.2, 2.4, 2.5)
- Recognise the value of collaborative multidisciplinary, multi agency approach in public health. (NMC 3.6, 3.7)
- Utilise a range of effective and appropriate communication and engagement skills that demonstrate knowledge and understanding of the ways in which all agencies promote the safety and welfare of all users/carers, through effective partnership working to plan and provide services in line with local, national & international guidelines and legislation (NMC 2.1)

OVERVIEW OF MODULE CONTENT AND SESSIONS

There will be regular lectures and small groups that provide opportunities to systematically explore a range of theories, ideas and experiences. These topics will include:

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<th>PSYCHOLOGY</th>
<th>PUBLIC HEALTH</th>
<th>SOCIOLOGY</th>
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<tr>
<td>• Psychology theory and application to care</td>
<td>• Public Health history</td>
<td>• Health beliefs and the medical model</td>
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<td>• The impact of health changes and/or illness on the client and the family</td>
<td>• Measuring health using epidemiology</td>
<td>• The social and cultural construction of the body and lived experience of health changes</td>
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<tr>
<td>• The impact of trauma on the client and the family</td>
<td>• Using measurements of health</td>
<td>• Disability, labelling, prejudice and discrimination</td>
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<td>• Body image and culture in health and Illness</td>
<td>• Assessment of health needs in populations</td>
<td>• Experiences of giving and receiving institutional and/or informal care</td>
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<td>• Conscious and unconscious processes in health and Illness</td>
<td>• Choosing health-risk and lifestyle</td>
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<td>• Attachment, bereavement and loss</td>
<td>• The impact of the environment and migration on population health</td>
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USING YOUR STUDENT DIRECTED STUDY TIME

Your programme is very full and busy, although it might seem that on your calendar for the year you have a lot of ‘self-directed’ learning and study weeks. Don’t be fooled! You need to use your time wisely if you are to prepare adequately for seminars, small group work as well as the assessments. You also need to remember that a number of your assessments occur at the same time. For this module, there are 130 hours of self-directed time allocated to you, but you might find that sometimes you might need to use some of your evenings and weekend to keep up your work. For more information, have a look at the Programme Handbook where there is fuller, more explicit information on what is expected of you in your self-directed time.

LEARNING AND TEACHING METHODS

Lead Lectures

A lecture enables information to be presented in a logical manner to groups of students. This is a useful method for presenting an overview of new material to students and stimulating them to read further around this subject.

Small Groups (including role-play, seminars, debates, reflection sessions, skills workshops)

Small groups will encourage the application of theory to practice and extend the depth and breadth of their knowledge. They encourage team working and can be motivating, enhance communication skills and challenge powers of reasoning. These provide opportunities for debate, exploration of personal thoughts and ideas and practice experiences. EBL enables students to be introduced to a ‘trigger’ or situation so that they embark on a journey of enquiry related to the issues raised and this encourages students to develop as questioning learners whilst helping them to develop an understanding of the functioning of groups.

Personal Tutorials

Tutorials and reflection on learning with the personal tutor enable individual progress to be discussed as well as issues of concern about the programme raised. Tutorials also offer the student academic and pastoral support.

Other Learning activities
A range of other activities may be used by students during modules to support the student directed learning hours. These activities include e-learning, workbooks, videos/DVDs and visits to other centres and practice settings. All these activities facilitate a student’s learning from the modules through them being able to pursue further study at their own pace and at different depths of learning dependent upon their needs.

MODULE ASSESSMENT
The assessment is a 3000 word Client Study (Psychosocial and Public Health Components) of a User experience.

This assignment is about preparing a convincing, well supported description and analysis of the psychosocial impacts of a health condition or illness for a specific person and, if appropriate, their partner or carers. You will be expected to develop a case study that identifies how particular cultural, social and psychological factors might contribute to the experience of illness or which provides different interpretations of what is ‘normal’ or acceptable. You will need to draw on the lecture and seminar programme as well as your experience in practice as the basis for your individual assignment.

You will be required to:

1. Identify a specific client/user and provide a vivid description of his or her personality, family, cultural and social background.

2. Provide a brief outline (no more than 200 – 300 words) of the medical reason for their health needs and care, highlighting only those aspects that may have implications for their psychological and social health and well-being.

3. Define how you are using the notion of psychosocial aspects of care for the purposes of the assignment i.e. if you are taking a predominantly sociological or psychological or combined/holistic approach you should say so, and stating:

   - What evidence and research did you use to describe and analyse the client’s/user’s psychosocial needs and any cultural factors that might influence their understanding and interpretation of health, illness and treatments?
• How did you gather the evidence?
• What were your findings?

4. You should develop a discussion of the assessment of the person’s actual and potential psychosocial needs, with reference to a specific theoretical perspective that has been introduced in the module e.g. cultural factors, social class and effects on health or the impact of illness on the family.

5. How were these psychosocial needs addressed? If they were not, or only partially met, say so and describe in what way you feel they might have been better achieved.

6. Give a conclusion with some indication of how your experience of this particular person’s needs have informed your practice and evaluate your own interactions and experience with the client/patient and their carers.

You must also submit the IPE Middle Years booklet alongside the Client Study. This is not counted towards your module mark.

In order to pass the module and acquire the associated credit, a student must complete or be exempted from the assessment component(s) and achieve an aggregate Module Mark of 40%.

For further details on submitting assessments, pass requirements and other information please refer to the separate assessment guidelines.

READING LIST & USEFUL WEBSITES
You will be introduced to many ideas and theories, as well as research on a range of topics related to the disciplines in the Theme. The list below is intended to be a starting guide to help. You are not expected to read every book on this list!!! You should find that journals become the main source of up-to-date research and academic information together with the resources on the Internet.

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Royal College of Physicians (2003) The Psychological Care of Medical Patients: A Practical Guide. Royal College of Physicians & Royal College of Psychiatrists,


