Population health: enabling, supporting and improving health outcomes of people across the life course

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Health visitors take the lead role in ensuring that the health of children, parents, carers, families, communities and populations is maintained, improved and protected in order to create the best foundation for their long term sustainable health and wellbeing. They proactively develop open and meaningful dialogue with families to develop trusting relationships and use their advanced assessment and communication skills to identify and assess need and prioritise support based on risk.

School nurses understand the impact of socio-economic factors on school-aged children's and young people's long term health and wellbeing. They proactively develop open and meaningful conversations with school-aged children, young people and families and use their knowledge to make appropriate interventions to support and empower school-aged children and young people in their life choices to prevent ill health,
manage emerging risks and improve ongoing health and life outcomes.

Occupational health nurses use their specialist knowledge and professional judgement to develop inclusive workplace strategies that enable people of all abilities to remain healthy, and productively in work. They design occupational health services that add value to employees, employers and organisations.

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At the point of registration, the registered SCPHN HV, SN, OHN and SCPHN PHN will be able to:

D.1recognise, critically evaluate and monitor trends in global and national strategies and programmes for preventative interventions and promotion of health to inform specialist public health practice locally, nationally and globally

D.2recognise and accommodate any future developments in the application of genomics into their SCPHN practice to support prevention and early intervention in the health of the population across the life course

D.3appreciate and use community assets and resources to support positive health and wellbeing of people, communities and populations

D.4in partnership with people, adopt a life course approach when assessing the public health needs of people, communities and populations

D.5empower people, communities and populations to connect effectively with local initiatives, support networks, community assets, programmes and resources that support their health and wellbeing

D.6apply specialist knowledge of social prescribing to support individual, community and population health outcomes

D.7critically apply knowledge of behavioural, psychological and social sciences to the health of people across the life course, and to communities and populations, to enhance collaborative, strength-based therapeutic relationships

D.8appreciate the importance of medicines management with respect to administration, optimisation and reconciliation, and the positive impact of correct medicines management on people's current and future health outcomes

D.9assess the health status and health literacy of populations across the life course and their related determinants of health

D.10use culturally appropriate, evidence-based approaches to assess, support and monitor the health and wellbeing of people, and appropriately refer to specialist services if necessary

D.11critically apply knowledge of populations, places, communities and determinants of health to inform key areas of specialist public health practice

D.12in partnership with communities, develop and implement plans for local communities and populations to positively affect public health outcomes

D.13lead on and contribute to policy and reporting into environmental, social-structural factors, and individual behaviours that impact on the health of people across the life course

D.14use data and observation to evaluate the effectiveness and acceptability of services that seek to improve health outcomes of their intended users, and be able to identify trends or a need for improvement.

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At the point of registration, the SCPHN health visitor will be able to:

D.HV1demonstrate specialist knowledge and understanding of infant and child anatomy, physiology, genetics, genomics and development when undertaking programmed health assessment and development reviews

D.HV2apply specialist knowledge and use validated tools to deliver holistic health assessments and programmed health and development reviews, working in partnership with parents and families to promote health and identify emergent and existing concerns including vulnerability and inequality, and facilitate and prioritise support and/or early intervention for the child and family as appropriate

D.HV3assess for early signs of atypical patterns of development, or significant anomalies that may result in disability or emotional, physical or developmental health needs or risks, and deliver evidence-based anticipatory guidance or targeted intervention tailored to individual and family circumstances and needs

D.HV4apply advanced level communication and interpersonal skills to establish trusting relationships which are respectful of families' capabilities, priorities and values

D.HV5work in partnership with families to continually assess and appraise the impact of known strengths, changing circumstances and relationships on child and family health and wellbeing and adapt support accordingly, acknowledging the needs of the family as a whole and prioritising support on the basis of immediate and continuing risk and need

D.HV6work in partnership with families to promote, educate and support sensitive, responsive relationships between parents and their children through the application of specialist knowledge of early emotional development, theories and models of attachment and the impacts of positive and enduring parental-child relationships

D.HV7evaluate the effects of trauma on child development and how they adjust to those effects, and work in partnership with children and families who are affected by trauma to strengthen their resilience

D.HV8critically apply specialist knowledge of the anatomy, neurodevelopment, physiology and epigenetics relevant to infant nutrition, including the implications of infant feeding, weaning and early food behaviour for optimum child and maternal health, child physical and socio-emotional development and future behaviour patterns

D.HV9using a strength-based approach support children and families to identify risks to healthy weight in childhood, promoting family nutrition and supporting them to make optimum and available choices, referring to other services according to need and risk

D.HV10work in partnership with families to support positive, nurturing child and family relationships, and in promoting the benefits for children learning life skills in the home environment

D.HV11support parents and families who receive a life changing or life limiting diagnosis during pregnancy and in the early years, and in partnership with them use a strength-based and empowering approach to respond to their needs, which may be complex

D.HV12use specialist knowledge to facilitate access to a range of appropriate and effective available resources to

support children, parents and families with additional needs due to mental and/or physical ill health, learning disabilities or physical disability, and/or those living with multiple, complex, long term conditions

D.HV13support children, parents and families to develop motivation and self-advocacy when raising awareness of opportunities for local grants, financial support and other local community assets and services

D.HV14advise parents, carers and families on symptom identification and relief, enabling them to manage minor illnesses and injuries safely and effectively, and in knowing when to seek support for further treatment where necessary

D.HV15provide evidence-based support and advice on child, adolescent and adult sexual and reproductive health and contraception

D.HV16provide, evidence-based support to bereaved parents, children and families in the event of miscarriage, stillbirth or parental death and refer to additional support as appropriate.

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At the point of registration, the SCPHN school nurse will be able to:

D.SN1apply specialist knowledge of the healthy development of school-aged children and young people and use of validated tools to deliver holistic health assessments and programmed development reviews that aim to improve individual, community and population health outcomes

D.SN2critically analyse and apply specialist knowledge of the biopsychosocial, moral and spiritual development of school-aged children and young people at all key phases in the life course

D.SN3evaluate how age and biopsychosocial development influence communication skills in the school-aged population, using advanced communication techniques to facilitate positive, trusting relationships with school-aged children and young people, parents, carers and families

D.SN4evaluate how biopsychosocial influences in adolescent years impact on behaviour, life skills and transition to adulthood, recognising adolescence as a distinct stage of the life course

D.SN5assess the impact of key transition periods and events for school-aged children and young people including starting and leaving school, change of care provider, illness and bereavement, and apply appropriate intervention to support their development of self-managing behaviours

D.SN6use a range of evidence-based interventions to support young people's safe transition to adulthood

D.SN7optimise positive behaviours in parents, carers, families and peers and, through evidence-based interventions, promote trust and self-efficacy to improve health and wellbeing for school-aged children and young people

D.SN8support school-aged children and young people, parents and families to develop motivation and self-advocacy when raising awareness of opportunities for local grants, financial support and other local community assets and services

D.SN9use evidence-based observations, assessment and apply professional judgement when taking action to prevent and minimise the risk of adverse childhood experiences and build on protective factors to support and guide school-aged children and young people, parents and carers

D.SN10demonstrate knowledge and understanding of school-aged children and young people's emotional literacy, cognitive ability, wellbeing and resilience skills when observing, assessing and making decisions on the appropriate intervention

D.SN11use professional judgement to assess for early signs of low mood and anxiety in school-aged children and young people, and provide early interventions to support emotional and mental health and wellbeing

D.SN12evaluate how evidence-based interventions help school-aged children and young people consider the impacts of and risks associated with specific behaviour choices related to social media, alcohol/substances, violence, exploitation and gang culture

D.SN13evaluate the effects of trauma on children and young people's development and adjustment and use culturally

appropriate, evidence-based, trauma-informed approaches to assess, support and monitor, using professional judgement when making decisions to refer to specialist services.

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At the point of registration, the SCPHN occupational health nurse will be able to:

D.OHN1use evidence to justify the impact and value of occupational health services for employees, organisations and the wider population

D.OHN2apply specialist knowledge to interpret, inform and provide impartial advice on health and safety legislation and case law

D.OHN3critically analyse and apply the principles of occupational hygiene, engineering controls and ergonomics when advising on the creation and maintenance of healthy work environments

D.OHN4evaluate how disease, illness and impairment act as barriers to gaining, sustaining and returning to work and the impact of this on people and all areas of life

D.OHN5influence and provide impartial advice on the design of inclusive, adaptive and supportive workplaces

D.OHN6develop inclusive strategies that enable innovative, person-centred approaches for employees who may need adaptations and adjustments to their work due to health and wellbeing reasons

D.OHN7develop evidence-informed strategies to support and enable employees with multiple or long term conditions to have sustainable, productive and fulfilling work

D.OHN8provide specialist, personalised occupational health advice on work adjustments to employees and employers which considers the impact of diagnoses, therapies, interventions, medications and treatments

D.OHN9apply specialist knowledge and skills to contribute to organisational disaster planning and preparedness to support business continuity and in optimising the ongoing safety and health of people.