



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health and Health Promotion for Physician Associates				
Module Code	UZYRSM-15-M	Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health & Applied Science	Field	Allied Health Professionals		
Department	Allied Health Professionals	Module Type	Standard		
Contributes towards	MSc Physician Associate Studies				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	24 th March 2016	Valid from	September 2016		
Revision CAP Approval Date		Valid from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise the main theoretical frameworks informing public health and health promotion practice (Component A) 2. Demonstrate a comprehensive and critical understanding of the application of public health and health promotion interventions and the role of the Physician Associate in the protection and promotion of the health of patients, families and communicates (Component A) 3. Comprehensively discuss collaborative and interdisciplinary working within the context of public health and health promotion (Component A) 4. Debate ethical and political dilemmas surrounding public health and health promotion practice (Component A) 5. Critically appraise and analyse the evidence base for public health and health promotion. (Component A) 6. Demonstrate comprehensive problem solving in debating public health issues and health promotion initiatives (Component A) 7. Develop an awareness of innovative primary and secondary care initiatives around social prescribing and the integration of health and social care. (Component A).
Syllabus Outline	

	<p>Aims of the module</p> <p>The module will enable students to gain a comprehensive understanding of the relevance of public health to Physician Associate Studies and consider the Physician Associates' role in the protection and promotion of patients, families and society as a whole. As well as developing understanding of the main theoretical frameworks informing public health and policy drivers, students will be able to critically debate and discuss a range of issues which impact on health and evidence based public health interventions in the field of Physician Associates.</p> <p>Public Health & Health promotion theory, frameworks, evidence base</p> <ul style="list-style-type: none"> • Theoretical frameworks for public health, Sociology of Health, Salutogenesis. • Challenges for developing and implementing public health and health promotion programmes and policies. <p>Developing Physician Associate practice in public health</p> <ul style="list-style-type: none"> • Service user and carer groups and inequalities in health and access to care, enhancing choice and continuity within services. • The contribution of alternative approaches to health and wellbeing, including social prescribing. <p>The Context of Public Health and Health Promotion</p> <ul style="list-style-type: none"> • The national and international, political and policy context of public health and health promotion. • Constraints to effective public health and health promotion practice • Political and ethical challenges within the context of public health • The contribution of third sector providers to public health.
<p>Teaching & Learning Methods</p>	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures, • Seminars, • Simulation of case scenarios • Lecturer facilitation and support. • Workshops • Service user and carer perspectives • Directed and independent learning • Reflective approaches to learning
<p>Contact Hours</p>	<p>Scheduled Learning Hours: 36 hours Independent Study Hours: 114 hours</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading

Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative

The following list is offered to provide validation panels/accrediting bodies with an

Reading List

indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.

- Baggott, R. (2011) *Public Health: Policy and Politics*. 2nd ed. Basingstoke: Macmillan.
- Barry, A. and Yuill, C. (2012) *Understanding the Sociology of Health*. 3rd ed. London: Sage.
- Cockerham, W.C. (2013) *Social Causes of Health and Disease*. [online] 2nd ed. Cambridge: Polity Press. [Accessed 18 January 2016].
- Cropper, S. (2007) *Community health and well-being: action research on health inequalities*. [online] Cambridge: Policy Press. [Accessed 18 January 2016].
- Curtis, S. (2004) *Health and Inequality: Geographical Perspectives*. [online] London: Sage. [Accessed 01 December 2015].
- Douglas, J. (2010) *A Reader in Promoting Public Health: Challenge and Controversy*. London: Sage.
- Earle, S., Lloyd, C.E., Sidell, M. and Spurr, S. (2007) *Theory and Research in Promoting Public Health*. [online] London: Sage. [Accessed 18 January 2016].
- Gabe, J., and Monaghan, L. (2013) *Key Concepts in Medical Sociology*. [online] 2nd ed. London: Sage [Accessed 18 January 2016].
- Guest, C., Ricciardi, W. and Kawachi, I (2013) *Oxford Handbook of Public Health Practice*. [online] 3rd ed. Oxford: Oxford University Press. [Accessed 18 January 2016].
- Kimberlee, R. (2015) What is social prescribing? *Advances in Social Science Research*, Vol 2 (1). Available from: <http://eprints.uwe.ac.uk/24818/> [Accessed 18 January 2016].
- Laverack, G. (2015) *Public Health: Power, Empowerment and Professional Practice*. 3rd ed. Basingstoke: Palgrave Macmillan.
- Marmot, M. (2010) *Fair Society, Healthy Lives: Strategic Review of Health Inequalities in England post 2010. (Marmot Review)*. Available from: <http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review> [Accessed 18 January 2016].
- Miller, W. and Rollnick, S. (2002). *Motivational Interviewing: Preparing people for Change*. 2nd ed. London: Guildford Press.
- Naidoo, J. and Wills, J. eds. (2015) *Health Studies: An Introduction*. 3rd ed. Basingstoke: Palgrave.
- Naidoo, J. and Wills, J. (2010) *Developing Practice for Public Health and Health Promotion*. [online] 3rd ed. Oxford: Bailliere Tindall. [Accessed 1 December 2015].
- Petersen, A. and Lupton, D. (1996) *The New Public Health: health and self in the age of risk.* London: Sage.
- Seedhouse, D. (2001) *Health: The Foundations for Achievement*. 2nd ed. London: John Wiley & Sons.
- Shilling, C. (2012) *The Body and Social Theory*. 3rd ed. London: Sage.
- Sim, F. and McKee, M. (2011) *Issues in Public Health*. [online] 2nd ed. Buckingham: Open University Press. [Accessed 18 January 2016].
- Tulchinsky, T.H., Varavikova, E.A. and Bickford, J.D. (2014) *The New Public Health*. [online] 3rd ed. London: Academic Press. [Accessed 1 December 2015]
- Walker, P. and John, M. (2011) *From Public Health to Wellbeing: the New driver for Policy and Action*. London: Palgrave.

Key journals include:

European Journal of Public Health
Health Promotion International
Health Promotion Practice

Part 3: Assessment

Assessment Strategy	<p>Summative Assessment:</p> <p>A professional reasoning viva with supporting e-poster (2,000 words equivalent) which provides a critical analysis and evaluation to an approach to health promotion or specific public health intervention for addressing health and health inequalities which makes suggestions for innovation and service development. Students will have the opportunity to provide a brief introductory presentation of their poster, which will be followed by an opportunity to respond to critical questioning. This assessment will be up to 30 minutes in duration.</p> <p>This strategy will enable the students to meet the learning outcomes for the module and apply theory to practice, encouraging a critical problem solving approach. It also allows learners to demonstrate their oral communication skills.</p> <p>Formative Assessment:</p> <p>Will be provided through group work discussions, tutorial support and reading of draft work by personal tutor.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B: –
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Professional reasoning viva with supporting e-poster (up to 30 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Professional reasoning viva with supporting e-poster (up to 30 minutes)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		