



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Public Health and Health Promotion for Professional Practice				
Module Code	UZTRSP-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing,				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZTRA7-15-M	Module Entry requirements	N/A		
Valid From	September 2016	Valid to	September 2022		

CAP Approval Date	7 July 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Explore and compare the theoretical frameworks informing public health and health promotion practice.(Component A) • Debate the lay and professional contributions to public health and health promotion within the context of collaborative working .(Component A) • Compare the models and approaches to public health and health promotion .(Component A) • Analyse the value and role of health education .(Component A) • Explore the ethical aspects pertinent to public health and health promotion practice .(Component A) • Evaluate the role of the media in public health and health promotion .(Component A) • Analyse the determinants of health .(Component A) • Analyse the skills integral to public health and health promotion practice .(Component A) • Evaluate the evidence base for public health and health promotion related to life course and government policies .(Component A)
Syllabus Outline	<ul style="list-style-type: none"> • Public health and Health Inequalities • Frameworks and approaches • Partnership working and empowerment • Ethical dimensions

	<ul style="list-style-type: none"> • Evidence based practice and evaluation • Lifestyle choices and their impact • Risky behaviours, 'survivalship' and rehabilitation • Impact of the media • Policy drivers that inform delivery of public health and health promotion • Health promotion tools such as motivational interviewing 																															
Contact Hours	A total of 36 hours in the form of seminars, lectures and online activities																															
Teaching and Learning Methods	<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 																															
Key Information Sets Information	<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> <table border="1" data-bbox="472 999 1385 1391"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: 1000 words critiquing a health promotion leaflet related to lifestyle advice (50%); 1000 words critically reviewing your role as a health promoter (50%) 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:</p> <table border="1" data-bbox="587 1704 1278 1939"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Coursework assessment percentage</td> <td style="border: 2px solid black;">100%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </tbody> </table>	<u>Key Information Set - Module data</u>					<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	Total assessment of the module:		Coursework assessment percentage	100%	Total	100%
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<p>Reading Strategy</p>	<p>Core readings It is essential that when studying this module students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester and at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an 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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p>Allen G (2011) Early intervention: the next steps. An independent report to her Majesty's Government. Cabinet Office. [available online]</p> <p>Baggott R. (2011) Public health: policy and politics. Palgrave Macmillan.</p> <p>British Heart Foundation. Beating Heart Disease Together. <i>Healthy heart's Kit</i>. Available from: www.bhf.org.uk/healthyheartskit [Accessed 17 February 2013].</p> <p>Browning C (2005) <i>Behaviour change: an evidence-based handbook for social and public health</i>. Elsevier Churchill Livingstone.</p> <p>Butler C et al (1999) Motivational counselling versus brief advice for smokers in general practice: a RCT. <i>British Journal of General Practice</i> 49,611-616.</p> <p>Corcoran N (2007) <i>Communicating Health: strategies for health promotion</i>. Sage.</p> <p>Cropper S et al (2007) <i>Community health and well-being: action research on health inequalities</i>. Policy Press.</p> <p>Douglas J (2010) <i>A reader in promoting public health: challenge and controversy</i>. Sage.</p> <p>Dowler E (2007) <i>Challenging health inequalities: from Acheson to Choosing Health</i> [online]. Policy Press. [Accessed 17 February 2013].</p> <p>Egger G et al (2005) <i>Health promotion strategies and methods</i>. McGraw-Hill.</p> <p>Evans D (2011) <i>Health promotion and public health for Nursing Students</i>. Learning Matters.</p> <p>Green J and Tones K (2010) <i>Health Promotion: Planning and Strategies</i>. 2nd Edition. Sage Publications.</p> <p>Great Britain Department of Health (2010) <i>Healthy lives, healthy people: our strategy for public health in England</i>. Department of Health: London.</p>

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- Killoran, A and Kelly, M (2010) *Evidence-based public health: effectiveness and efficiency*. [online]. Oxford: Oxford University Press. [Accessed 17 February 2013].
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- Marmot M (2006) *Social determinants of health*. Oxford University Press.
- Marmot M (2010) *Marmot review. Fair society, healthy lives: strategic review of health inequalities in England post 2010*. London: Marmot Review. [available from www.marmotreview.org]
- Miller W & Rollnick S (2004). *Motivational Interviewing: Preparing people for Change*. Guildford Press, New York, London.
- Murray R (2009) *Health promotion strategies through the life span*. Pearson Prentice Hall.
- Naidoo J and Wills J (2009) [online]. 3rd ed. *Developing Practice for Public Health and Health Promotion*, Bailliere Tindall. [Accessed 17 February 2013].
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- Roar A (2011) *Planning in health promotion work: an empowerment model*. Routledge.
- Scriven, A., Ewles L, Simnett I (2010) *Promoting Health: A Practical Guide*. [online] 6th ed. Bailliere Tindall. [Accessed 17 February 2013].
- Scriven A & Hodgins M (2012) *Health promotion settings: principles and practice*. Sage.
- Sidell M, Jones L, Katz J, Peberdy A (eds) (2003) *Debates and Dilemmas in Promoting Health: A Reader*. Palgrave Macmillan.
- Thorogood M (2010) *Evaluating health promotion: practice and methods*. Oxford University Press.
- Tones K and Tilford S (1994) *Health Education: Effectiveness Efficiency and Equity*. 3rd ed. Nelson Thornes.
- Upton D. and Thirlway K. (2010) *Promoting Healthy Behaviour. A Practical Guide for Nursing and Healthcare Professionals*. Pearson London.
- Whitehead D and Irvine F (2010) *Health promotion and health education in nursing: a framework for practice*. Palgrave Macmillan.

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Part 3: Assessment	
Assessment Strategy	<p>2000 word assignment</p> <p>Critical Review your role as a health promoter related to an identified life style behaviour</p> <p>A formative assessment where appropriate will be defined within the module handbook</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word assignment	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.