

## Health Education and Promotion

|                |                                             |
|----------------|---------------------------------------------|
| Module Code:   | HWS5002-B                                   |
| Academic Year: | 2018-19                                     |
| Credit Rating: | 20                                          |
| School:        | School of Nursing and Healthcare Leadership |
| Subject Area:  | Health, Well-Being and Social Care          |
| FHEQ Level:    | FHEQ Level 5                                |

Pre-requisites:

Co-requisites:

### Contact Hours

| Type           | Hours |
|----------------|-------|
| Lectures       | 24    |
| Tutorials      | 24    |
| Directed Study | 152   |

### Availability Periods

| Occurrence | Location/Period                                 |
|------------|-------------------------------------------------|
| BDA        | University of Bradford / Semester 2 (Feb - May) |

### Module Aims

For students to develop an understanding of the theory and practice of health promotion and education in order to critically analyse current approaches, policies and campaigns in relation to their impact on health and wellbeing.

### Outline Syllabus

Approaches & Strategies. Health promotion and the idea of wellness, definitions of health, historical perspectives, international and national health promotion policies. Social marketing; marketing mix, audience analysis and segmentation, needs-led, targeted approach, limitations. Role of mass media. Community development approach, holistic concepts, participation, empowerment benefits, health inequalities. National health

education and promotion campaigns. Models and values of health education and promotion, health belief model, theory of reasoned action, theory of planned behaviour, stages of change model, social learning theory, victim blaming, prejudice and ethical dilemmas. Health legislation and policy. Target setting local & national, gathering statistics, making sense of data. Planning health promotion, examples from contemporary practice, planning, management and evaluation of activities, the improvement of services, bringing about change, setting targets, using tools applied to health promotion. Health education activities and materials. Evaluating existing health campaigns.

## **Module Learning Outcomes**

*On successful completion of this module, students will be able to...*

- 1      Knowledge & Understanding  
1. On successful completion of this module you will be able to...  
1a. Assess the role of health education and promotion in health and wellbeing policies;  
1b. Critically review a range of theoretical perspectives, concepts and models on health education and health promotion; 1c. Appraise health campaigns and plan improvements to the same.
- 2      2. Subject-Specific Skills  
On successful completion of this module you will be able to...  
2a. Analyse current approaches to the practice of health education and health promotion; 2b. Analyse the impact of national health promotion policies; 2c. Appraise and design health education material and activities.
- 3      3. Personal Transferable Skills  
On successful completion of this module you will be able to...  
3a. Employ analytical, critical and written communication skills. 3b. Analyse information and present this in an appropriate way.

## **Learning, Teaching and Assessment Strategy**

LO 1a-2b to be addressed in research informed lectures & seminars which will provide students with the opportunity to acquire information to enhance their knowledge of theoretical perspectives in current approaches to health education & promotion. LO 1-3b to be addressed in seminars & workshops. This will enable students to develop confidence & skills in interpreting and applying statistical data to communities and applying it to health education campaigns. Group work will allow students to develop communication, presentation & research skills through investigating contemporary campaigns focusing on use of data, targets and statistics. LO 1c & 2c to be addressed by group work using current health promotion campaigns will embed understanding of principles & practice of health education in the real world. LO 1a, 2a-b to be addressed by directed study to provide students with the opportunity to read key texts to support assessment development & access additional material & links on VLE. LO 1a-3b to be addressed by directed study and this will also include preparation for tutorials/workshops or individual tutorials with module leader.

Assessment: Formative feedback will be available during seminar discussions, at individual

tutorial sessions and individual draft work. LO 1c, 2c, 3a-b to be assessed through the preparation of a health education and promotion resource. LO 1a-c, 2-b, 3-b to be assessed via a 15 min presentation & directed q&a session providing rationale for development of resource

### Mode of Assessment

| Type      | Method       | Description                                                                                          | Length                                                                                   | Weighting | Final Assess' |
|-----------|--------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------|---------------|
| Summative | Presentation | Individual presentation: 15 Min (+ 5 min Q&A) Rationale for development of health promotion material | 20 minutes                                                                               | 50%       | Yes           |
| Summative | Coursework   | New health promotion material for campaign of student choice                                         | Not specified as type of material, can be students choice i.e. Poster/Leaflet/Video/Game | 50%       | Yes           |

### Legacy Code (if applicable)

HH-5007D

### Reading List

To view Reading List, please go to [rebus:list](#).