

Health Promotion in Practice

Module Code:	NUR7052-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	20
Tutorials	10
Directed Study	170

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

- 1) Critically appraise health promotion ideology, theories, policy and research. (2) Critically appraise and evaluate health promotion priorities, strategies and methods used with individuals, groups, partnerships and communities
- (3) Synthesise theoretical frameworks and research knowledge to explore issues of ethics, power and politics within health promotion policy and practice

Outline Syllabus

Health promotion: Development of health promotion practice; relationship with public health and health education. Definitions and models of health promotion: Concept of health promotion, models of health promotion. Health promotion in practice; health, illness and

healthy lifestyle; communication for health. Health related decision making/models of decision making: psychology of control, learning theory; social learning theory, H.A.M, H.B.M, theory of reasoned action and planned behaviour, locus of control, empowerment, significance of empowerment.

Changing health behaviour: Theoretical Domains Framework; the behaviour change wheel. Implementation of health promotion programmes; evaluation of programme activities, ethical dilemmas and quality issues associated with health promotion, evaluation of the evidence-base that underpins health promotion activities.

Module Learning Outcomes

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

- 1
 - 1.1 Critically apply knowledge and understanding of the key principles of health promotion and the relationship to public health and health education.
 - 1.2 Critically analyse and synthesise the theoretical underpinnings associated with health behaviour.
 - 1.3 Critically debate the appropriate strategies of delivering health promotion at both micro and macro levels.
 - 1.4 Critically explore issues of ethics, power and politics within health promotion policy and practice.
- 2
 - 2.1 Critically apply the principles of health promotion to planning and delivering health promotion interventions.
 - 2.2 Competently plan and present a health promotion programme, demonstrating ability to critically analyse the value of health alliances and effective programme planning within a health promotion context.
 - 2.3 Act in a consultative capacity in designing and planning a systematic programme underpinned by theoretical concepts.
- 3
 - 3.1 Understand the role and functions of key international agencies involved in the field of health e.g. WHO.
 - 3.2 Work competently with multidisciplinary teams and demonstrate ability to present health information in a sensitive manner for professional and lay groups.
 - 3.3 Critically identify and discuss the contributions of the various agencies involved in the field of health and social care.
 - 3.4 Use of information technology skills in preparation of presentation work.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire research knowledge and awareness of theoretical frameworks exploring health promotion ideology, theories, policy and research and provide students with the opportunity to acquire the information to enhance their knowledge and an in-depth critical awareness of the principles of health education / health promotion (LO 1.1, 1.2, 1.3 & 2.1). Group discussions will enable students to apply this learning to their own role and engage in critical debate, self-reflection and critical evaluation of the changes that can be made in practice (LO 2.2 & 2.3). Seminars and tutorials will be used to facilitate teacher/learner/peer dialogue and inter-professional discussion to further develop and challenge conceptual understanding through reflection and analysis of theoretical frameworks exploring the nature and scope of ethics, power and politics within health promotion policy and practice (LO 1.4). Directed study provides students with the

opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice and to develop further their own portfolio of learning which will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis (LO 1.1, 3.1, 3.2, 3.3 & 3.4). VLE will be used to provide access to online resources, lecture notes and external links to websites of interest. Other consists of opportunities to participate in practice and to enhance

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Discuss the application of a health promotion model/framework to address aspects of public health (20 minutes)		25%	No
Summative	Coursework	Crit analysis of a health promotion activity, including critical analysis of health promotion model/framework 3000 words	0 hours	75%	No

Legacy Code (if applicable)

HN-7006D

Reading List

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