

Module Details	
Module Title	Health Promotion in Practice
Module Code	NUR7052-B
Academic Year	2020/1
Credits	20
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Learning Objects Interaction	2
Online Lecture (Asynchronous)	2
Online Lecture (Synchronous)	16
Tutorials	10
Directed Study	170

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

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.

Learning Outcomes

Outcome Number	Description
01	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.
02	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.
03	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

Adopting a blended learning approach, 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, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4).

Lectures will be delivered as live (synchronous session and some as asynchronous session ? meaning you can access the lecture at your own convenience) and student tutorials will be offered face to face on campus (LO 1.1,1.2,1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4). Online blended learning will be used for group learning to facilitate teacher/learner/peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding, demonstrate autonomy and engage in critical debate, self-reflection and critical evaluation (LO 1.1,1.2,1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4).

Directed study and additional hours described as 'Other' will provide students with the opportunity to undertake directed reading, participate in enquiry based learning, address individual learning needs, contextualise learning to the students own area of knowledge/practice/experience (LO: 1, 2, 3, 4, 5) 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 1.1,1.2,1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4).

VLE and library services will be used to support online blended learning and to provide access to online resources, lecture notes and external links to websites of interest. Learning objects will entail the use of quizzes within the module for students to engage with specific packages of learning using problem-based learning (LO 1.1,1.2,1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4).

Formative assessment and feedback will be provided at individual and group tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment. All learning outcomes will be assessed by the assessment.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Critically analyse a health promotion programme which you have designed to address an aspect of public health	30 mins	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.