

Module Details	
Module Title	Introduction to Public Health and Health Promotion
Module Code	NUR7066-C
Academic Year	2021/2
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Interactive Learning Objects	8
Online Lecture (Asynchronous)	2
Lectures	28
Online Tutorials (Synchronous)	5
Directed Study	257

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

Module Aims
<p>1. To develop an in-depth critical awareness of public health and health promotion in practice and to synthesise theory and knowledge of public health and health economic principles in informing public health interventions.</p> <p>2. To synthesise theoretical frameworks and research knowledge to explore the influence of socio-environmental factors on improving health through health promotion.</p>

Outline Syllabus
<ul style="list-style-type: none"> - Principles and practice of public health and health promotion. - Definitions and models of health promotion and the wider determinants of health. - Sociological and psychological theories of behavioural change. - Concepts and determinants of health and illness. - Health promotion policies, quality and ethical challenges. - Inequalities in health: concepts and theories. - Implementation science.

Learning Outcomes	
Outcome Number	Description
01	Critically analyse the history, knowledge base, theories, ethics and ideological debates underpinning public health, health promotion and health economics, and the impact on policy, practice and provision.
02	Critically appraise the principles underpinning the practice of public health and health promotion and the role of public health practitioners as agents of change.
03	Critically research and evaluate health promotion strategies and methods used in promoting health to individuals, groups and communities.
04	Critically analyse and synthesise the theoretical underpinnings associated with health behaviour and apply issues of ethics and power to promoting health.
05	Develop skills of reflection, synthesis and articulate sound argument for identifying public health needs and evaluating public health interventions in practice.

Learning, Teaching and Assessment Strategy
<p>Adopting a blended learning approach, research informed key lectures will deliver core content; providing students with the opportunity to acquire in-depth critical awareness of public health and health promotion policy and provision, the principles underpinning the role of public health practitioners as agents of change and congruent skills to evaluate and apply current evidence from a wide range of sources in informing public health interventions (LO: 1, 2, 3, 4, 5). These key lectures will also enable students to critically examine the principles of public health and health economics and explore how these impact upon the health of a specific population or group (LO: 1, 2, 3, 4, 5).</p> <p>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, 2, 3, 4, 5). 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, 2, 3, 4, 5).</p> <p>Directed study 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, 2, 3, 4, 5).</p> <p>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, 2, 3, 4, 5).</p> <p>Formative assessment and feedback will be provided at individual and group tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment.</p> <p>All learning outcomes will be assessed by the 4000 word Case study essay: Demonstrate a critical understanding of the principles of public health and health promotion and apply these to a current public health issue.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Case study: Demonstrate a critical understanding of the principles of public health and health promotion and apply these	100%
Formative	Coursework - Written	Essay plan	N/A

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.

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