

Module Details	
Module Title	Promoting Health
Module Code	NUR5504-C
Academic Year	2024/5
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Online Tutorials (Synchronous)	1
Lectures	25
Seminars	15
Directed Study	46.5
Independent Study	260.5
Online Seminar (Synchronous)	3
Online Lecture (Asynchronous)	11

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Non Standard Year
BDA	University of Bradford / Semester 3
MYA	University of Bradford / Academic Year

Module Aims
<p>This module aims to develop your understanding and application of health promotion models and approaches.</p> <p>The module will provide an overview of the nature and direction of public health in contemporary practice with reference to the anatomical systems and associated pathologies in the outline syllabus.</p> <p>The module aims to develop your ability to analyse the impact of national and public health policy and its relevance to your practice. You will also examine and appraise a range of health promotion approaches along with public health strategies to support positive behaviour change.</p>

## Outline Syllabus

Anatomy, physiology and common pathologies: Musculoskeletal system, Immune system Reproductive system Skin Genetics and genomics, Haematology Oncology Principles of pathogenesis and immunology Sexual health Health Education Historical context of public health Health screening, improvement and protection across the lifespan Health and digital health literacy Application of health promotion models and approaches Ethics in health promotion Health policy Consumer involvement in planning, delivering and evaluating health service provision Identifying and managing risk factors Meeting the health needs of people with a learning disability. Communication Strategies: Health psychology and behaviour change theory Role of the nurse in supporting behaviour change Transition of Service User's through services. Developing self and others: Personal 'health' identity - Subjectivity and influences on personal health in a professional context Mental health and well-being of the student.

## Learning Outcomes

Outcome Number	Description
01	Apply theories/models of health promotion and health education relevant to nursing care across the lifespan.
02	With reference to the body systems detailed in the outline syllabus identify normal anatomy and physiology and show how related pathophysiology impacts upon health and wellbeing.
03	Using underpinning theory and communication strategies to demonstrate knowledge of nursing skills to promote individual and public health.

## Learning, Teaching and Assessment Strategy

This module adopts a range of learning and teaching activities to facilitate your learning. Research-informed key lectures will deliver core content providing you with the opportunity to discuss and evaluate the range of knowledge, policies, theories and evidence that contribute to your understanding of your role as a student nurse in promoting health. This will be complemented by seminar sessions to equip you for life-long learning as evidence-based practitioners. Group learning and practical sessions will enable you to consolidate this learning and your clinical practice. These will be synchronous. The Virtual Learning Environment (VLE) will be used to provide access to online resources, reading lists, lecture notes and external links to websites of interest. The module learning outcomes will be assessed through a summative group presentation. Working in small teams during seminars will provide opportunity for formative assessment of the learning outcomes. To prepare you for the summative assessment you will receive formative feedback during the seminars.

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## Mode of Assessment

Type	Method	Description	Weighting
Summative	Presentation	Group Presentation (20 Mins) (Supplementary Individual Presentation)	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.*

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