Health Education and Promotion

Module Code: HWS5002-B
Academic Year: 2016-17
Credit Rating: 20
School: School of Service Development and Improvement
Subject Area: Health, Well-Being and Social Care
FHEQ Level: FHEQ Level 5
Module Coordinator: Mrs Abigail Lancaster

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<tr>
<td>Tutorials</td>
<td>24</td>
</tr>
<tr>
<td>Directed Study</td>
<td>151.5</td>
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<tr>
<td>Examinations DO</td>
<td>0.5</td>
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Availability Periods

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Semester 1 (Sep - Jan)</td>
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<tr>
<td>BDA</td>
<td>University of Bradford / Semester 2 (Feb - May)</td>
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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, Health for all by the Year 2000, Alma-Ata Declaration, Ottawa Charter for Health Promotion 1986. Health educators; International e.g. WHO, UK e.g. DoH, HPA, NHS, role of professionals. Social marketing; marketing mix, audience analysis and segmentation, needs-led, targeted approach, limitations e.g. cost, time. Role of mass media; different forms, benefits, conveying information, two-way communication. Community Development Approach; holistic concepts, participation, empowerment benefits, health inequalities. National Campaigns e.g. physical activities, diet, smoking heart disease, STI, mental health. 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; Saving Lives Our Healthier Nation, Every Child Matters, Choosing Health, Making Healthier Choices. 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.

Module Learning Outcomes

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

1.1 Review a range of theoretical perspectives, concepts and models on health education and health promotion.

2.1 Analyse current approaches to the practice of health education and health promotion.

2.2 Analyse the impact of national health promotion policies.

3.1 Employ analytical, critical and written communication skills.

3.2 Analyse information and present this in an appropriate way.

Learning, Teaching and Assessment Strategy

LO 1.1, 2.1 & 2.2 to be addressed in 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 2.1 & 2.2 addressed by involvement of guest speakers from a range of health education services this will enhance students’ ability to link theory to practice for implementing health promotion campaigns in the local area. LO 3.1 & 3.2 addressed in lectures & 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 1.1, 2.1 & 2.2b, 3.1 & 3.2 addressed by group work using current health promotion campaigns will embed understanding of principles & practice of health education in the real world.

LO 1.1, 2.1 & 2.2, 3.1 & 3.2 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 1.1, 2.1 & 2.2, 3.1 & 3.2 to be addressed by directed study will also include preparation for tutorials/workshops or individual tutorials with module leader.

Assessment: LO 1.1, 2.1 & 2.2, 3.1 & 3.2 is assessed via a 20 min presentation & directed question.
&answer session to enable individual students to demonstrate all module learning outcomes relating to chosen health education issues.

Mode of Assessment

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<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
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<tr>
<td>Summative</td>
<td>Presentation</td>
<td>Individual 20 Min (+ 5 min Q&amp;A) Analysing Health Campaign of student's choice to meet LO</td>
<td>25 minutes</td>
<td>100%</td>
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Legacy Code (if applicable)
HH-5007D

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