Module Descriptor

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Tutorials</td>
<td>10</td>
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<tr>
<td>Directed Study</td>
<td>170</td>
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Availability Periods

<table>
<thead>
<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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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 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.

2.1 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.

3.1 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 enh

**Mode of Assessment**

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<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<tr>
<td>Summative</td>
<td>Presentation</td>
<td>Discuss the application of a health promotion model/framework to address aspects of public health (20 minutes)</td>
<td></td>
<td>25%</td>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Crit analysis of a health promotion activity, including critical analysis of health promotion model/framework 3000 words</td>
<td>0 hours</td>
<td>75%</td>
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**Legacy Code (if applicable)**

HN-7006D

**Reading List**

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