

Module Details	
Module Title	Working with Communities to Improve Health
Module Code	NUR7056-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
Online Lecture (Synchronous)	4
Online Seminar (Synchronous)	4
Online Lecture (Asynchronous)	4
Learning Objects Interaction	8
Tutorials	5
Directed Study	175

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>(1) To develop an in-depth critical awareness of the principles of community development.</p> <p>(2) Synthesise theoretical frameworks and research knowledge to explore the factors that foster sustainability of communities, maintenance of independence and empowerment, to enable effective partnership in health care delivery and its role in health promotion and public health practice.</p>

Outline Syllabus

Concept of community: community development and its barriers, local and national policies with respect to community development, citizenship.

Lay perspectives on health and disease and their determinants.

Philosophy of community-orientated and participatory approaches.

Principles of community participation: approaches/theories to community participation, collective action, understanding cultural diversity within communities, techniques for engagement, grass roots movements and its impact on community empowerment.

Participatory health needs assessment and community profiling.

Participatory, multi-disciplinary and inter sectoral health promotion approaches, including community development methods.

Methods of involving the public to improve health and reduce inequalities.

Theories of social capital, capacity building.

Advocacy and social action.

Ethical, legal and social considerations: social change and justice, equality, impact of oppression and marginalisation on health, legislation.

Learning Outcomes

Outcome Number	Description
1	1.1 Critically appraise the concept of community and its development with reference to the social, political, cultural and economic context. 1.2: Engage in critical discussion of the importance of inter-sectoral working and its role in health promotion and public health. 1.3: Engage in critical analysis and interpretation of the research evidence into the complex issues that underlie the ability to work with communities.
2	2.1 Critically appraise the principles of community development and how to support effective community action within their area of public health practice. 2.2 Critically explore the principal methods for involving the public in decision making about health and health care and the development, implementation and evaluation of participatory approaches to health promotion and health care. 2.3 Develop an awareness of social justice by demonstrating reflective initiative and personal responsibility.
3	3.1 Apply understanding of participatory approaches to the development and evaluation of a participatory intervention in health promotion. 3.2 Work competently and collaboratively with community groups, statutory and voluntary organisations. 3.3 Critically identify and discuss the contribution of various agencies involved in the community health and social care.

Learning, Teaching and Assessment Strategy

An on line blended learning approach will be used to deliver research informed key lectures which will deliver core content; providing students with the opportunity to acquire knowledge in-depth critical awareness to awareness to work collaboratively with communities, statutory and voluntary agencies to improve health and wellbeing. Some of these will be delivered face to face on campus, some will be delivered as a live (synchronous session and some as an asynchronous session ? meaning you can access the lecture at your own convenience) (LO: 1.1, 2.1 and 2.2).

Seminars and on line group learning will be used 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; develop skills to work with others to plan, implement and evaluate programmes and projects as well as appraising policies to recommend changes to improve community health and wellbeing. Again some of these will be face to face, or as synchronous on line seminars (LO: 2.3 and 3.1).

Directed study and additional hours described as `Other? will provide students with the opportunity to undertake directed reading and on line quizzes and discussions to further develop their own portfolio of learning. This will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis (LO: 1, 3, 4, 5); enable them to participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3).

Assessment: all learning outcomes will be assessed by the assessment.

VLE and library services will be used to support on line blended learning and to provide access to online resources, lecture notes and external links to websites of interest. Learning objects will involve allocated time within the module for students to engage with specific packages of learning using problem based learning or practice skills resources. (LO: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3).

Formative assessment and feedback will be provided at individual tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment.

Assessment: All learning outcomes will be assessed by the assessment.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Critical analysis of how empowerment of an identified community can influence health and wellbeing of individuals (4000)	N/A	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.

