# Module Specification Template

## Module Details

<table>
<thead>
<tr>
<th>Module title</th>
<th>Principles of Health Promotion: theory, policy and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>NA7122</td>
</tr>
<tr>
<td>Credit value</td>
<td>20</td>
</tr>
<tr>
<td>Level</td>
<td>Level 4, Level 5, Level 6, Level 7, x, Level 8</td>
</tr>
<tr>
<td>Entry criteria for registration on this module</td>
<td>Normal graduate programme admissions criteria apply.</td>
</tr>
</tbody>
</table>

### Pre-requisites

Specify in terms of module codes or equivalent

Normal graduate programme admissions criteria apply.

### Co-requisite modules

Specify in terms of module codes or equivalent


## Module Delivery

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pattern of delivery</th>
<th>Weekly</th>
<th>Block</th>
<th>Other</th>
<th>5 days spread over 2 weeks</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When module is delivered</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Throughout year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Brief Description of Module Content and/or Aims</th>
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</thead>
<tbody>
<tr>
<td>Health promotion is concerned with enabling individuals and communities to maintain and improve their health and is a core component of public health. This interdisciplinary module explores health promotion theory and practice with an emphasis on the new public health agenda, equipping students to understand and apply health promotion concepts and theoretical frameworks in their work and/or in subsequent academic study. It aims to develop knowledge of the principles of health promotion and practical competencies in enabling healthy behaviours.</td>
</tr>
</tbody>
</table>

## Module Team/ Author/ Coordinator(s)

Module Leader: Carol Williams
Module Team: Sofie Franzen, Nigel Sherriff, Laetitia Zeeman

## School

School of Health Sciences

## Site/ Campus Where Delivered

Falmer

## Course(s) for Which Module is Appropriate and Status on That Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
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</thead>
<tbody>
<tr>
<td>Masters/PG Dip/ PG Cert Health Promotion, International HP &amp; Management and Education</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
**MODULE AIMS, ASSESSMENT AND SUPPORT**

**Aims**

- To develop an understanding of principles and concepts of health promotion.
- To examine interrelationship between conceptual frameworks and approaches to various policy and practice initiatives in public health locally, nationally and internationally.
- To develop health promotion competencies in enabling healthy behaviours in individuals and communities.

**Learning outcomes**

On completion of this module, students will be able to:

1. Critically examine and articulate an understanding of the concepts, principles, core values and ethics of health promotion theories and frameworks and their application to practice.

2. Systematically analyse sociological, economic, cultural and psychological factors influencing public health from a variety of perspectives, including lay, professional and cultural understandings of healthy living.

3. Contextualise public health issues within the broader epidemiological, political and policy environment locally, nationally and internationally.

4. Select and use appropriate techniques to enable healthy behaviours in specified groups or individuals, and develop the capacity of others to support such behaviour change (IUHPE competency 1d)

**Content**

“Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions.” (WHO). This is a multidisciplinary field which recognizes that change for health entails actions in many sectors, from economics, planning, to health, schools, marketing and media and involves government, commercial and non-governmental organizations as well as those in one-to-one health and clinical practice. Content thus topics such as:

- Basic epistemologies for Health Promotion and Public health: History and Ideology; including Human Rights and the new and Ecological Public Health Agendas
- Introduction to epidemiology, needs assessment and monitoring in public health.
- Health promotion models, frameworks and introduction to health promotion approaches, including healthy settings, social marketing, salutogenesis/ assets- based, social-ecological and health in all policies.
- Health promotion competencies (International Union of Health Promotion and Education (IUHPE)) and ethics in health promotion
- Perspectives in public health: biomedical, psychological, Sociological Perspectives
- Health equity, health inequalities and the social determine of health,
- Public Health Policy development, the politics of health and the impact of economic and political paradigms.
- Current public health agendas and organisational infrastructure: global, national and local, including Sustainable Development Goals and Public Health England.
- Theories and models of behaviour change, policy drivers and initiatives such as ‘Making Every Contact Count’ in the UK, and techniques for enabling healthy behaviours, such as motivational interviewing, brief interventions, and supporting development of the capacity of others to support behaviour change.
- Introduction to research and evaluation for evidence-based health promotion, questioning concepts of quality and effectiveness.

**Learning support**

- A good range of library resources, specialist websites and online learning resources support student learning.
- Up-to-date reading lists, suggested websites, journals and online learning resources will be provided on commencement of the module, using StudentCentral.

**Key Reading:** Latest editions of the following texts:


**Key Websites:**

- OTTAWA CHARTER [http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf](http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf)
- International Union for Health Promotion and Education. [http://www.iuhpe.org](http://www.iuhpe.org) – including conference papers and presentations for bi annual international conference
- WHO Health Promotion conference – conference papers and presentations from the international conference that takes place every three or four years. [http://www.who.int/healthpromotion/en/](http://www.who.int/healthpromotion/en/)

Module descriptor template: updated Aug 2014
Key Journals:
Global Health Promotion
Health Education Research: Theory and Practice
Health Education Journal
Health Promotion International
Health Promotion Practice
International Journal Mental Health Promotion
Perspectives in Public Health

Other Resources:
- News and extra curricular events on the course blog: Healthpromotionbrighton
- Suzanne Jackson on Understanding Health Promotion: http://www.youtube.com/watch?v=nxPcskOi6m4
- If you’re wondering why you are coming to study... http://www.youtube.com/watch?v=-vGz5nHOzE

Teaching and learning activities

| Details of teaching and learning activities | The module uses a broad range of teaching and learning methods based around keynote interactive lectures from staff and guest speakers with research or practice based experience of deploying particular health promotion approaches. Students have the opportunity to reflect on, discuss and consolidate the often complex conceptual learning from these sessions through group discussion and classroom based activities applying the theory to a health topic of the student’s choice.

Global issues are addressed throughout the teaching and students are encouraged to use comparative learning, building on and sharing any experiences of different parts of the world and to discuss and apply their learning to health work both locally and globally.

Enabling behaviour change theory and practice, including health literacy and behaviour change, are delivered through a blend of pedagogic approaches such as individual workbooks, formal teaching, group work, role plays and constructive critique of film clips.

The module includes seminars, journal clubs and formative assignments which are specifically designed to develop confidence in level 7 study skills. It is the first core module for the Masters in Health Promotion but is open to students from across the graduate programme and would benefit all health professionals who have a component of health promotion within their professional role.

Students will be required to carry out directed preparatory reading prior to module, and undertake formative assignments during the module.

Formative assessments include:

Co-leading a journal club and writing a 250 – 500 words summary linked to the summative assignment, appropriately referenced and submitted electronically, for rapid feedback in one-to-one tutorial with the module leader.

Advisory response to case study on enabling healthy behaviours |
techniques, for example, online response to a Youtube clip

**Allocation of study hours (indicative)**
Where 10 credits = 100 learning hours

<table>
<thead>
<tr>
<th>Study hours</th>
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</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
</tr>
</tbody>
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**Assessment tasks**

**Details of assessment on this module**

**Summative Assessment:**
A 2000 - 2,500 word **critical appraisal** and contextualisation of a public health intervention, drawing on the principles, theories and concepts underpinning health promotion and the social determinants of health. Students should propose culturally appropriate alternative health promotion approaches for addressing the health issue and make plausible inferences on their likely impact on effectiveness and implementation from public and professional stakeholder perspectives. (LO 1-3) 80% weighting

10-15 minute **viva** examining the application of practical techniques for enabling healthy behaviours. (LO 4) 20% weighting

**Types of assessment task**
Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN</strong></td>
<td>Written exam</td>
</tr>
<tr>
<td><strong>COURSEWORK</strong></td>
<td>Written essay</td>
</tr>
<tr>
<td><strong>PRACTICAL</strong></td>
<td>Viva</td>
</tr>
</tbody>
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1 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Module descriptor template: updated Aug 2014
**EXAMINATION INFORMATION**

<table>
<thead>
<tr>
<th>Area examination board</th>
<th>Continuing and Post Graduate Exam Board SHS</th>
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Refer to University for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
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<tbody>
<tr>
<td>Jane Clapham</td>
<td>University of Hertfordshire</td>
<td>Sept 2014</td>
<td>Aug 2018</td>
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**QUALITY ASSURANCE**

<table>
<thead>
<tr>
<th>Date of first approval</th>
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<tbody>
<tr>
<td>Date of last revision</td>
<td>Periodic review Jan 2011</td>
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<tr>
<td>Date of approval for this version</td>
<td>15.06.16</td>
</tr>
<tr>
<td>Version number</td>
<td></td>
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<tr>
<td>Modules replaced</td>
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Available as free-standing module? Yes X No