

MODULE DESCRIPTOR

Module Title

Promoting Health

| | | | |
|-----------|-------------|-------------|--------|
| Reference | NU2301 | Version | 2 |
| Created | August 2021 | SCQF Level | SCQF 8 |
| Approved | June 2020 | SCQF Points | 30 |
| Amended | August 2021 | ECTS Points | 15 |

Aims of Module

To facilitate the student to apply understanding of improving and maintaining the mental, physical and behavioural health and well-being of people, families, communities and populations.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Discuss social influences on mental, physical, and behavioural health outcomes.
- 2 Explore a range of models and approaches to behaviour change.
- 3 Discuss strategies to improve health literacy of people, families, communities and populations.
- 4 Describe health screening and immunisation programmes.
- 5 Utilise a range of sources of evidence for health and wellbeing improvement.

Indicative Module Content

International, national and local models and approaches to health and well-being improvement. Health promotion, including physical health and mental health across the lifespan Global health challenges, herd immunity, infant nutrition, key policies and legislation, digital literacy and technology, behavioural change models, including health education, strengths based approach, self-care, resilience, adverse childhood experiences, social prescribing, learning disabilities, dementia.

Module Delivery

Blended learning approach including: lectures, tutorials, online learning, virtual community.

Indicative Student Workload

| | Full Time | Part Time |
|--|-----------|-----------|
| Contact Hours | 70 | N/A |
| Non-Contact Hours | 230 | N/A |
| Placement/Work-Based Learning Experience [Notional] Hours | N/A | N/A |
| TOTAL | 300 | N/A |
| <i>Actual Placement hours for professional, statutory or regulatory body</i> | | |

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

| | | | | | |
|--------------|---|------------|------|--------------------|---------------|
| Type: | Coursework | Weighting: | 100% | Outcomes Assessed: | 1, 2, 3, 4, 5 |
| Description: | Essay or audio-visual presentation (live or recorded) | | | | |

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

The student can choose between an essay or presentation. The presentation may be delivered live or a recording can be submitted. The choice must be made within two weeks of commencing the module and the student cannot alter assessment choice.

| Module Grade | Minimum Requirements to achieve Module Grade: |
|--------------|--|
| A | C1=A |
| B | C1=B |
| C | C1=C |
| D | C1=D |
| E | C1=E |
| F | C1=F |
| NS | Non-submission of work by published deadline or non-attendance for examination |

Module Requirements

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|--------------------------|--|
| Prerequisites for Module | None in addition to SCQF 8 entry requirements or equivalent. |
| Corequisites for module | None. |
| Precluded Modules | None. |

INDICATIVE BIBLIOGRAPHY

- 1 EMOND, A., 2019., *Health for All Children*. 5th ed., London: Oxford University Press
- 2 JOHNSON, S.A., 2011. *Challenges in health and development: from global to community perspectives*. Dordrecht, The Netherlands: Springer.
- 3 NAIDOO, J. and WILLS, J., eds., 2015. *Health studies: an introduction*. 3rd ed. Basingstoke: Palgrave MacMillan.
- 4 NAIDOO, J. and WILLS, J., 2016. *Foundations for health promotion*. 4th ed. Oxford: Bailliere Tindall.
- 5 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses*. London: NMC.
- 6 PORTER, E. and COLES, L., eds., 2011. *Policy and strategy for improving health and wellbeing*. Exeter: Learning Matters.
- 7 SOMERVILLE, M., KUMARAN, K. and ANDERSON, R., 2016. *Public health and epidemiology at a glance*. 2nd ed. Oxford: Wiley-Blackwell.