University of the West of Scotland
Module Descriptor

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Title of Module: PS: Building Healthy Communities

Code: PARA08002	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Amanda Hobbs		

Summary of Module

The focus of this module is to consider the application and evaluation of strategies to address public health priorities at a community level. Central to this is the understanding of the impact of inequality on the health of the population.

The role of health and social care and third sector organisations will be examined including multi-sector partnerships, promoting community engagement, recognising diversity, promoting inclusivity and advancing equality of opportunity.

Community-centred approaches to health promotion will be explored in the context of health inequality including the immediate physical environment, social connectivity, deprivation, access to services and social capital.

The current public health agenda will be evaluated in relation to intended and unintended outcomes and the impact on health in communities.

- Within this module students will explore modifiable health risks and the effects of unhealthy behaviours on mental, physical, environmental and social health

- The role of health and social care providers in promoting public health will be examined. Students will also consider their own health behaviours and the potential effects on their role as a health promoting professional.

- Students will develop skills in using recognised behavioural change tools to enable brief intervention conversations for all health behaviours at every client contact.

- The emotional and physical well-being of self and others will be explored, and the current agenda in relation to raising physical activity levels to improve physical and emotional well-being will be examined. This includes an appreciation of how activity across a life course, supports preventing long term conditions and reducing the risks of falls in the older adult/maintaining independence.

- • The module provides skills training in behavioural change techniques e.g. Motivation/Action/ Prompts (https://www.nes.scot.nhs.uk/media/4115420/MAP%20flyer%20FINAL%202018. pdf)

- The module also introduces students to techniques to recognise and reduce stress. (therapeutic lifestyle choices/5 ways to well-being/stress management/suicide awareness)

- During the module students will undertake a health and well-being activity in relation to unhealthy behaviours (including bariatric considerations) to community groups across a life-course (i.e. Physical Activity Community Engagement), using experiential learning to develop a deeper understanding of delivering health improvement.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1		Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Discuss the role of health and social care services in reducing inequalities.

L2. Examine health promotion strategies and behaviour change at a community level considering environmental, social, economic factors to address health inequality.

L3. Evaluate the impact of contemporary approaches to improving public health on the public health agenda locally, in Scotland and internationally.

L4. Discuss the need for an inclusive approach when planning and delivering community-centred approaches to public health.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. Exploring current public health concerns, including modifiable risk factors, and the impact on self, individuals and communities across a life course. Demonstrating an understanding of the principles and concepts of health

improvement, promotion, education, prevention, protection and empowerment.
Investigating contemporary behavioural change methods and skills.
Critically appraising the public health improvement agenda at local, national and
international levels.

Practice: Applied Knowledge and Understanding	SCQF Level 8. Applying a range of the principal skills, techniques and practices relating to health behavioural change methodologies. Demonstrating creativity in the application of knowledge, understanding and practice.
Generic Cognitive skills	SCQF Level 8. Critically appraising and evaluation including evidenced-based solutions. Planning and evaluating health promotion activities according to individual needs.
Communication, ICT and Numeracy Skills	SCQF Level 8. Conveying effective communication and negotiation skills to plan, implement and evaluate health and well-being activities with a range of individuals at university, work and in the wider community. Effectively using ICT to explore evidence based resources to support and inform health interventions. Analysing and evaluating activities using a range of numerical and graphical data.
Autonomy, Accountability and Working with others	SCQF Level 8. Assessing, planning, implementing and evaluating an independent health promotion activity. Practicing in ways which draw on critical reflection on own and others roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
Students work collaboratively in small groups on this module developing skills in teamwork and collaboration. The use of peer review, project work and feedback on skills development encourages self-reflection and the ability to accept and provide constructive feedback. The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes: • Universal: Analytical, collaborative, culturally aware • Work-ready: Knowledgeable, effective communicator, influential • Successful: Creative, innovative, imaginative

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	18
Asynchronous Class Activity	30
Independent Study	216
	300 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Naidoo, J. and Wills, J. (2016) Foundations for Health Promotion. 4th ed. London: Elsevier

Hubley, J., Copeman, J., and Woodall, J. (2020) Practical Health Promotion. 3rd ed. London: Polity Press

Evans, D., Coutsaftiki, D., and Fathers, C.P. (2017) Health Promotion and Public Health for Nursing Students. 3rd ed. London: SAGE

Scottish Government (2018) Scotland's public health priorities [online] Available at: https://www.gov.scot/publications/scotlands-public-health-priorities/

Public Health Scotland https://www.publichealthscotland.scot/our-areas-of-work/improving-our-health-and-wellbeing/scotlands-public-health-priorities/live-in-vibrant-healthy-and-safe-places-and-communities/

Community Health Exchange https://www.scdc.org.uk/what/chex

Communities Channel Scotland (developed by Scottish Community Development Centre) http://www.communityscot.org.uk/

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

For the purposes of this module, academic engagement equates to the following:

Attendance at synchronous sessions (lectures, workshops, practical and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Amanda Carson
External Examiner	M Willis
Accreditation Details	This module is part of the BSc Paramedic Science programme; approved by Health & Care Professions Council (HCPC)
Changes/Version Number	2 Change in verbiage of LOs to better align with SCQF Level 8. Previous wording more appropriate for level 9. Updated module summary. Updated reading list. Attendance and Equality info added.

Assessment: (also refer to Assessment Outcomes Grids below)

Students will select a health promotion activity designed to address a health issue for an individual, group or the wider community. Working in small groups they will present their activity formatively for peer review prior to delivering. Following delivery the student will present a 2,500 word report focusing on their chosen individual/group or wider community and health issue, providing an evaluation of the activity and the challenges and opportunities it provided/would provide.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)