

MODULE SPECIFICATION PROFORMA

Module Title:	Introduction to Health and Wellbeing	Level:	4	Credit Value:	20
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Module code:	HLT415	Is this a new module?	YES	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B900
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Trimester(s) in which to be offered:	1	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Gill Truscott
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Health and Wellbeing	✓	<input type="checkbox"/>
BSc (Hons) Mental Health and Wellbeing	✓	<input type="checkbox"/>
Dip HE Contemporary Health Studies	✓	<input type="checkbox"/>
BSc (Hons) Sport and Exercise Sciences	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification June 17

Have any derogations received SQC approval?

Version 2

Yes No ✓

Module Aims

This module aims to:

1. Define the contested nature of health theories and beliefs and how these influence health policy, professional and lay conceptions and individual and societal behaviours.
2. Enable students to explore psychosocial perspectives of health and wellbeing in the context of individuals and society.
3. Enable students to identify defining features of communities and their determinants of health
4. Enable students to develop group working skills

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
 KS2 Leadership, team working and networking skills
 KS3 Opportunity, creativity and problem solving skills
 KS4 Information technology skills and digital literacy
 KS5 Information management skills
 KS6 Research skills
 KS7 Intercultural and sustainability skills
 KS8 Career management skills
 KS9 Learning to learn (managing personal and professional development, self-management)
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Understand how differing perspectives of individual and societal health influence political, professional and lay approaches to health, health risk and health behaviours	KS1	
		KS3	
		KS7	
2	Explain medical and social models of health and describe their impact on the development of healthcare policy and practice	KS1	
		KS4	
		KS6	
3	Apply and examine sociological and psychological theories of health and wellbeing to provide an explanation for common health issues	KS3	
		KS5	
		KS6	
4	Discuss concepts and perceptions of community and health and define key determinants of health and wellbeing,	KS2	KS9

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		KS3	
5	Identify the wider factors that may influence health at community level	KS2	
		KS3	
		KS9	

Transferable/key skills and other attributes

- Learn independently and utilise some problem-solving skills.
- Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval.
- Work with other team members to identify, distribute and undertake the tasks necessary to complete a project.

Derogations

N/A

Assessment:

1. Coursework (50%) Students will participate in series of weekly online VLE discussions in which they will consider theories and models relating to health behaviours that impact on wellbeing
2. Group presentation (50%): In pairs, students will define a community of their choice, search for and present literature and data to describe that community and illustrate its key determinants of health. One mark will be allocated to the group.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,3	Coursework	50%		1500
2	1, 4, 5	Presentation	50%	15 mins	

Learning and Teaching Strategies:

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, group work and tutorials. An online Moodle forum will be established to facilitate discussion and the sharing of learning and resources within the student community. Students will undertake directed team learning activities to enable them to undertake the team project and presentation.

Independent learning will be spent researching and reading in support of the subject area and preparing for assessments

Syllabus outline:

Concepts, theories and contested definitions of health and illness:
 Sociological theories and understandings of health and wellbeing across the lifespan;
 Social constructions of health
 Medical and social models of health.
 Health beliefs, common health risk perceptions and links with risk behaviours across the lifespan – for example - unhealthy diet, obesity, inactive lifestyle, sedentary behaviour, smoking, alcohol consumption, drug use, sexual behaviour.
 Stress and health.
 Socio-cognitive and stage models of health behaviour change.
 Individual approaches to health behaviours and risk reduction.
 Factors affecting community health in relation to physical, social and economic determinants within a community.
 Definitions of public health and health promotion, family, community and population health.
 Community health and community development.
 The development of statutory, voluntary and private sectors in health and community.
 Resources for health in community settings including the role of multidisciplinary health and social agencies

Bibliography:

Essential reading

Barry, A.M and Yuill, C (2011) *Understanding the Sociology of Health*.3rd edition. Sage Publications Ltd

Kohl, W.H. and Murray, T.D. (2012), *Foundations of Physical Activity and Public Health, Campaign, III: Human Kinetics*.

Morrison, V and Bennett, P (2012) *Introduction to Health Psychology*. 3rd edition. Pearson

Naidoo, J and Wills, J (2015) *Health Studies: An Introduction*. 3rd edition. Palgrave Macmillan

Other indicative reading

Coombes, E, Allen, D, Appleton, J (2008) *Health Needs Assessment: Theory and Practice*. Second edition. London, Churchill Livingstone

Hawtin, M and Percy Smith J (2007) *Community Profiling: A Practical Guide*. Open University Press

Ledwith, M (2011) *Community Development: A Critical Approach*. Bristol UK: Policy Press.

McCarthy, J and Rose, P (2010) *Values- based Health and Social Care. Beyond Evidence Based Practice* .Sage Publications Ltd

Ogden, J (2012) *Health Psychology: A textbook*. 5th edition. Open University Press

Useful Websites:

Office for National Statistics <https://www.ons.gov.uk/>

Public Health England <https://www.gov.uk/government/organisations/public-health-england>

Public Health Wales www.publichealthwales.wales.nhs.uk