

# Principles of Public Health, Level 6

---

<b>UNIT CODE</b>	2CP3D089														
<b>UNIT TITLE</b>	Principles of Public Health														
<b>UNIT ABBREVIATION</b>	POPH														
<b>LEVEL OF STUDY</b>	6														
<b>CREDIT VALUE</b>	10	<b>ECTS VALUE</b>	5												
<b>HOME DEPARTMENT</b>	Department of Nursing														
<b>UNIT COORDINATOR</b>	Clare Street														
<b>KEYWORDS</b>	Public health, working with people and communities, inequalities, health needs, ethics														
<b>UNIT LEARNING OUTCOMES</b>	<p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically review the underlying principles of public health and associated factors that affect health</li> <li>2. Demonstrate a critical understanding of public health policies and assessment of health need</li> <li>3. Demonstrate a critical awareness of public health approaches (e.g. health promotion, community development) to address the needs of individuals, families, communities and populations</li> </ol>														
<b>SUMMATIVE ASSESSMENT</b>	<table border="1"> <thead> <tr> <th><b>Element (highlight final element)</b></th> <th><b>Type</b></th> <th><b>Weighting</b></th> <th><b>Learning outcomes assessed</b></th> </tr> </thead> <tbody> <tr> <td>1 (final)</td> <td>Coursework</td> <td>100%</td> <td>1,2,3</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<b>Element (highlight final element)</b>	<b>Type</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>	1 (final)	Coursework	100%	1,2,3				
<b>Element (highlight final element)</b>	<b>Type</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>												
1 (final)	Coursework	100%	1,2,3												

<b>EMPLOYABILITY AND SUSTAINABILITY OUTCOMES</b>	<b>Outcomes</b>	<b>Element of Assessment</b>
	Analyse real world situations critically	1
	Demonstrate professionalism and ethical awareness	1
	Communicate effectively using a range of media	–
	Apply teamwork and leadership skills	–
	Manage own professional development reflectively	1
	Find, evaluate, synthesise and use information	1
	Work within social, environmental and community contexts	–
	Use systems and scenario thinking	–
	Engage with stakeholder/interdisciplinary perspectives	1
<b>ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT</b>	<p><b>Formative:</b> students are offered the opportunity to discuss work in progress and receive feedback</p> <p><b>Summative:</b> a written assessment (essay) of 2,250 words which allows students to demonstrate their knowledge of issues pertaining to public health. The assignment title will be broad enough for students to explore the breadth of issues and demonstrate insights work to promote health. Where appropriate the students can relate this to their area of practice.</p>	
<b>ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT</b>	<p>CPD unit grading criteria for level 6 apply. If taken as part of a programme with PSRB requirements, this unit must be passed and cannot be compensated or condoned</p>	
<b>NON STANDARD MINIMUM PASS MARK</b>		

### OUTLINE OF THE UNIT

<b>BRIEF SUMMARY</b>	The overall aim of this unit is to provide students with the opportunity to explore the fundamental theoretical principles underpinning public health practice. They will be able to critically analyse the complexity of work to promote health and develop insights into the range of skills and approaches necessary to improve the health of individuals and populations
<b>INDICATIVE CONTENT</b>	A conceptual overview: the nature of health, health promotion, public health; factors that affect health including inequalities in health; an

	<p>overview of public health policy; approaches to the promotion of health including community development, equity and empowerment; ethics and public health; health needs assessment; evaluating public health</p> <p>Teaching and learning strategies may vary according to the group size and learning preferences of group members. They may include: lectures; group work; seminars; e-learning; case study analysis, reflection on practice; directed study activities; subject focused tutorials</p>
--	---

## LEARNING ACTIVITIES

<b>BREAKDOWN OF STUDENT LEARNING ACTIVITY</b>	<b>Type of Activity</b>	<b>%</b>
	Summative assessment	25%
	Directed study	30%
	Student-centred learning	45%
<b>MANDATORY LEARNING &amp; TEACHING REQUIREMENTS</b>		

## LEARNING RESOURCES

<b>ESSENTIAL READING</b>	<p><b>Literature:</b>          Baggot, R. (2011) Public Health Policy and Politics 2<sup>nd</sup> Edition. Basingstoke: Palgrave, Macmillan          Laverack, G. (2009) Public health: Power, empowerment and professional practice. Basingstoke: Palgrave Macmillan          Naidoo, J. &amp; Wills, J. (2009) Foundations for health promotion. 3<sup>rd</sup> Edition. Edinburgh: Baillière Tindall in association with the Royal College of Nursing          Scriven, A. (Ed) (2005) Health promoting practice. The contribution of nurses and allied health professionals. Basingstoke: Palgrave Macmillan          Seedhouse, D. (2001) Health: The foundations for achievement. 2<sup>nd</sup> Edition. Chichester: John Wiley &amp; Sons          Seedhouse, D (2009) Ethics: The heart of health care. Chichester: John Wiley &amp; Sons          Smiles, S. &amp; Street, C. (2011) The health studies companion. Basingstoke: Palgrave</p> <p><b>Journals:</b>          Critical Public Health          Health Promotion Practice</p> <p><b>Websites:</b>  <a href="http://www.dh.gov.uk">www.dh.gov.uk</a></p>
<b>ADDITIONAL RESOURCES THAT</b>	Seedhouse, D. (2001) Health: The foundations for achievement .2 <sup>nd</sup> Edition. Chichester: John Wiley & Sons

<b>STUDENTS SHOULD BUY</b>	
<b>SPECIAL ICTS REQUIREMENTS</b>	
<b>ANY OTHER ADDITIONAL RESOURCES</b>	

**ADMINISTRATION**

<b>JACS CODE</b>	
<b>DATE OF APPROVAL</b>	2 February 2012
<b>DATE OF MOST RECENT CONSIDERATION:</b>	
<b>UNIT EXTERNAL EXAMINER</b>	
<b>UNIT ASSESSMENT BOARD</b>	

# Principles of Public Health, Level 7

---

<b>UNIT CODE</b>	2CP3D189														
<b>UNIT TITLE</b>	Principles of Public Health														
<b>UNIT ABBREVIATION</b>	POPH														
<b>LEVEL OF STUDY</b>	7														
<b>CREDIT VALUE</b>	10	<b>ECTS VALUE</b>	5												
<b>HOME DEPARTMENT</b>	Department of Nursing														
<b>UNIT COORDINATOR</b>	Clare Street														
<b>KEYWORDS</b>	Public health, working with people and communities, inequalities, health needs, ethics														
<b>UNIT LEARNING OUTCOMES</b>	<p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically analyse and evaluate the underlying principles of public health and associated factors that affect health</li> <li>2. Demonstrate the ability to critically evaluate public health policies and assessment of health need</li> <li>3. Critically analyse and evaluate public health approaches (e.g. health promotion, community development) to address the needs of individuals, families, communities and populations</li> </ol>														
<b>SUMMATIVE ASSESSMENT</b>	<table border="1"> <thead> <tr> <th><b>Element (highlight final element)</b></th> <th><b>Type</b></th> <th><b>Weighting</b></th> <th><b>Learning outcomes assessed</b></th> </tr> </thead> <tbody> <tr> <td>1 (final)</td> <td>Coursework</td> <td>100%</td> <td>1,2,3</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<b>Element (highlight final element)</b>	<b>Type</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>	1 (final)	Coursework	100%	1,2,3				
<b>Element (highlight final element)</b>	<b>Type</b>	<b>Weighting</b>	<b>Learning outcomes assessed</b>												
1 (final)	Coursework	100%	1,2,3												

<b>EMPLOYABILITY AND SUSTAINABILITY OUTCOMES</b>	<b>Outcomes</b>	<b>Element of Assessment</b>
	Analyse real world situations critically	1
	Demonstrate professionalism and ethical awareness	1
	Communicate effectively using a range of media	–
	Apply teamwork and leadership skills	–
	Manage own professional development reflectively	1
	Find, evaluate, synthesise and use information	1
	Work within social, environmental and community contexts	–
	Use systems and scenario thinking	–
	Engage with stakeholder/interdisciplinary perspectives	1
<b>ASSESSMENT STRATEGIES FOR EACH ELEMENT OF ASSESSMENT</b>	<p><b>Formative:</b> students are offered the opportunity to discuss work in progress and receive feedback</p> <p><b>Summative:</b> a written assessment (essay) of 2,250 words which allows students to demonstrate their knowledge of issues pertaining to public health. The assignment title will be broad enough for students to explore the breadth of issues and demonstrate deep insight into the complexities of work to promote health. Where appropriate the students can relate this to their area of practice.</p>	
<b>ASSESSMENT CRITERIA FOR UNIT/ELEMENTS OF ASSESSMENT</b>	<p>CPD unit grading criteria for level 7 apply. If taken as part of a programme with PSRB requirements, this unit must be passed and cannot be compensated or condoned</p>	
<b>NON STANDARD MINIMUM PASS MARK</b>		

### OUTLINE OF THE UNIT

<b>BRIEF SUMMARY</b>	The overall aim of this unit is to provide students with the opportunity to explore the fundamental theoretical principles underpinning public health practice. They will be able to critically analyse the complexity of work to promote health and develop insights into the range of skills and approaches necessary to improve the health of individuals and populations
<b>INDICATIVE</b>	A conceptual overview: the nature of health, health promotion, public

<b>CONTENT</b>	<p>health; factors that affect health including inequalities in health; an overview of public health policy; approaches to the promotion of health including community development, equity and empowerment; ethics and public health; health needs assessment; evaluating public health</p> <p>Teaching and learning strategies may vary according to the group size and learning preferences of group members. They may include: lectures; group work; seminars; e-learning; case study analysis, reflection on practice; directed study activities; subject focused tutorials</p>
----------------	---

## LEARNING ACTIVITIES

<b>BREAKDOWN OF STUDENT LEARNING ACTIVITY</b>	<b>Type of Activity</b>	<b>%</b>
	Summative assessment	25%
	Directed study	30%
	Student-centred learning	45%
<b>MANDATORY LEARNING &amp; TEACHING REQUIREMENTS</b>		

## LEARNING RESOURCES

<b>ESSENTIAL READING</b>	<p><b>Literature:</b>          Baggot, R. (2011) Public Health Policy and Politics 2<sup>nd</sup> Edition. Basingstoke: Palgrave, Macmillan          Laverack, G. (2009) Public health: Power, empowerment and professional practice. Basingstoke: Palgrave Macmillan          Naidoo, J. &amp; Wills, J. (2009) Foundations for health promotion. 3<sup>rd</sup> Edition. Edinburgh: Baillière Tindall in association with the Royal College of Nursing          Scriven, A, (Ed) (2005) Health promoting practice. The contribution of nurses and allied health professionals. Basingstoke: Palgrave Macmillan          Seedhouse, D. (2001) Health: The foundations for achievement. 2<sup>nd</sup> Edition. Chichester: John Wiley &amp; Sons          Seedhouse, D (2009) Ethics: The heart of health care. Chichester: John Wiley &amp; Sons          Smailes, S. &amp; Street, C. (2011) The health studies companion. Basingstoke: Palgrave</p> <p><b>Journals:</b>          Critical Public Health          Health Promotion Practice</p> <p><b>Websites:</b>  <a href="http://www.dh.gov.uk">www.dh.gov.uk</a></p>
--------------------------	--

<b>ADDITIONAL RESOURCES THAT STUDENTS SHOULD BUY</b>	Seedhouse, D. (2001) Health: The foundations for achievement .2 <sup>nd</sup> Edition. Chichester: John Wiley & Sons
<b>SPECIAL ICTS REQUIREMENTS</b>	
<b>ANY OTHER ADDITIONAL RESOURCES</b>	

#### **ADMINISTRATION**

<b>JACS CODE</b>	
<b>DATE OF APPROVAL</b>	2 February 2012
<b>DATE OF MOST RECENT CONSIDERATION:</b>	
<b>UNIT EXTERNAL EXAMINER</b>	
<b>UNIT ASSESSMENT BOARD</b>	