

Module Details	
Module Title	Working with Communities to Improve Health
Module Code	NUR7072-C
Academic Year	2023/4
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Independent Study	262
Online Lecture (Asynchronous)	2
Interactive Learning Objects	8
Seminars	10
Lectures	14
Online Lecture (Synchronous)	4

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<ol style="list-style-type: none"> <li>1. To develop an in-depth critical awareness of the principles of community development and social justice.</li> <li>2. To synthesise theoretical frameworks that foster sustainability of communities, maintenance of independence and empowerment, to enable effective partnerships in delivering public health interventions.</li> </ol>

## Outline Syllabus

- Concept of community and community development and its barriers.
- Community development methods.
- Theories of social capital, capacity building.
- Advocacy and social action and ethical considerations
- Cultural diversity and community empowerment.
- Impact of oppression and marginalisation on health.
- Implementation and behavioural science.

## Learning Outcomes

Outcome Number	Description
01	1. Critically appraise the concept of community and its development with reference to the social, political, cultural and economic context.
02	2. Critically analyse the concepts of empowerment and community engagement.
03	3. Critically explore the principal methods for involving the public in decision making about health and health care, and the development, implementation and evaluation of participatory approaches to health promotion and public health.
04	4. To develop an in-depth critical awareness of the principles of community development and social justice.
05	5. To synthesise theoretical frameworks that foster sustainability of communities, maintenance of independence and empowerment, to enable effective partnerships in delivering public health interventions.

## Learning, Teaching and Assessment Strategy

An on line blended learning approach will be used to deliver research informed key lectures which will deliver core content; providing students with the opportunity to acquire knowledge in-depth critical awareness to awareness to work collaboratively with communities, statutory and voluntary agencies to improve health and wellbeing Some of these will be delivered face to face on campus, some will be delivered as a live (synchronous session and some as an asynchronous session - meaning you can access the lecture at your own convenience) (LO: 1, 3 and 4).

On line group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding, demonstrate autonomy and engage in critical debate, self-reflection and critical evaluation; develop skills to work with others to plan, implement and evaluate programmes and projects as well as appraising policies to recommend changes to improve community health and wellbeing. Again some of these will be face to face, or as synchronous on line seminars(LO: 4 and 5).

Directed study and additional hours described as `Other' will provide students with the opportunity to undertake directed reading and on line quizzes and discussions to further develop their own portfolio of learning. This will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis (LO: 1, 3, 4, 5); enable them to participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO: 1, 2, 3, 4, 5).

Assessment: all learning outcomes will be assessed by the assessment.

VLE and library services will be used to support on line blended learning and to provide access to online resources, lecture notes and external links to websites of interest. Learning objects will involve allocated time within the module for students to engage with specific packages of learning using problem based learning or clinical skills resources. (LO: 1, 2, 3, 4, 5).

Formative assessment and feedback will be provided at individual tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment.

Essay - Critical analysis of how empowerment of an identified community can influence the health and wellbeing of individuals.

### Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Written essay (4000 words)	100%
Formative	Coursework - Written	Essay plan	N/A
Formative	Coursework - Written	Formative assessment and feedback will be provided at individual tutorials, meetings and through electronic communication to facilitate reflection and student self-assessment.	N/A

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

**Please note:**

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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