

Unit 6: Promoting Public Health

Delivery guidance

Approaching the unit

This unit has been designed to raise awareness of the importance of promoting and protecting public health at global, national and local levels. The unit considers the importance for health and social care professionals but also the benefits for wider society. You will have the opportunity to support learners as they consider the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

Learners will benefit from a range of teaching methods, case studies, media campaigns, role play, guest speakers and visits to health centres.

Delivering the learning aims

Learning aim A considers this unit in terms of the sociological impact of a healthier population. You need to raise awareness of the development in public health policy and the issues facing public health across the world today.

Learners should be aware of key factors that contribute to poor public health, including important issues such as poverty, poor housing and dirty water. In this learning aim you have the opportunity to educate learners on communicable diseases impacting global communities, e.g. Covid-19, cholera, malaria. It would be useful to have a number of case studies to help learners with this.

You need to ensure that learners are aware of who is responsible for developing public health policy, and how the needs of the population are identified and monitored, taking into account reducing inequalities that exist between groups and communities within society. Learners will benefit from tutor input and supported research tasks when exploring the structure, function and responsibilities of national and local government institutions for implementing policy. Learners will need support to find statistics and studies, including epidemiological, regional and local reports and demographic data. They may also gain insight from comparing these to international data.

Learning aim B

Learners should be made aware of the range of factors that influence public health and how they are categorised: socio-economic, environmental, genetics and lifestyle choices. It is important for learners to realise that there are challenges involved in trying to deal with health inequalities in a diverse and changing society. Learners need to understand the socio-economic impact of poverty, and it is a good opportunity to help learners consider some of the health inequalities that exist between countries. Accessing reports from the World Health Organization will be helpful.

Learners need to have a good understanding of the impact of individual choice and the links between lifestyle and health. Documentaries and case studies will enable you to explore learner understanding of the concept of personal choice and the importance of unconditional positive regard and the non-judgemental treatment of individuals in the formation of policy. It would benefit learners to have a guest speaker from a community group, charity or non-government organisation to share their experiences of working in a disadvantaged community group (benefits and challenges).

Learning aim C

Ensuring learners know how public health is promoted and achieved within society is essential to this learning aim. Learners should be made aware of the different organisations responsible on local and national levels and the roles and responsibilities of each of these providers. Having access to a local health clinic and/or a guest speaker who works in one would bring a valuable insight into the role professionals have in promoting public health and strategies used to do this within the local community.

This learning aim gives you the opportunity to help learners understand the roles of global health organisations including the World Health Organization, Save the Children and the International Union for Health Promotion and Education (IUHPE). Access to these websites will be helpful in developing learners' research skills and broadening their understanding.

Learners will benefit from a range of case studies when looking at strategic health planning. Documentaries which evidence the work of environmental health professionals would also be advantageous in helping learners understand the practicalities involved in working within the field of public health. Access to a guest speaker who has expertise in the area of vaccinations would give valuable insight for learners into this aspect of public health provision.



Learning aim D

This learning aim will give you the opportunity to consider the various features of health promotion campaigns and how they can encourage positive health behaviour changes in individuals. It would be beneficial if learners had access to a range of health promotion materials so they can explore the main features and the positives and negatives of different approaches. Allowing learners the opportunity to be creative and plan their own health campaign will ensure they understand the theory behind campaigns and the difficulties professionals face in overcoming barriers to challenge indifference.

Learners will need a firm grasp of the theories of behaviour change and the application of these models in developing health promotion campaigns. Having access to research a range of campaigns will be essential for learners and they should be encouraged to extrapolate their own interpretations of the data in order to develop own research skills.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Examine strategies for developing public health policy to improve the health of individuals and the population</p>	<p>A1 The aims of public health policy</p> <p>A2 Strategies for developing public health policy</p> <p>A3 Monitoring the health status of the population</p> <p>A4 Groups that influence public health policy</p>	<p>A report on the aims of public health policy and how it seeks to minimise the factors adversely affecting the health of the population.</p>
<p>B Examine the factors affecting health and the impact of addressing these factors to improve public health</p>	<p>B1 Factors affecting health</p> <p>B2 The socio-economic impact of improving health of individuals and the population</p>	
<p>C Investigate how health is promoted to improve the health of the population</p>	<p>C1 The role of health promoters</p> <p>C2 Approaches to promoting public health and wellbeing</p> <p>C3 Approaches to protecting public health and wellbeing</p>	<p>A report on how a specific health promotion campaign has contributed to improving the health of a community, with reference to local demographic data compared to the national average.</p>



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	<p>C4 Disease prevention and control methods</p>	
<p>D Investigate how health promotion encourages individuals to change their behaviour in relation to their own health</p>	<p>D1 Features of health promotion campaigns</p> <p>D2 Barriers to participation and challenging indifference</p> <p>D3 Models and theories that justify health behaviour change</p> <p>D4 Approaches to increasing public awareness of health promotion</p>	

Assessment guidance

This unit is internally assessed. There is a maximum of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that learning aims A and B are assessed via an essay or a written report. Within this assessment, learners must evaluate how far public health policy succeeds in minimising the factors that influence public health, in relation to a specific demographic area.

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To support learners in their essay writing, they should be encouraged to structure their essay with a clear introduction, body paragraphs and conclusion. Learners should give points of view supported with ideas, arguments and evidence. They will need to utilise data to support the arguments and reference appropriately. This assessment will stretch learners in their research skills and the quality of the data and reports they use. It is vital that learners are supported with the methodology of research and referencing so that they can effectively use data to support their arguments. When teaching this unit, it is important to allow learners the opportunity to research within tasks so that they are familiar with interpreting data and referencing methodology prior to starting assignment work.

It is suggested that learning aims C and D are assessed via a written report that examines health promotion campaigns and evaluates them in terms of efficacy for affecting behaviour change.

To support learners in their report writing, they should be encouraged to use headings, subheadings and annotated pictures or diagrams to illustrate the points they are making. The assessment for this unit should stretch learners in terms of their understanding of the benefits of improving the health of the nation for the economic benefit of the country and the problems of promoting public health through targeted initiatives.

This assessment gives learners clear opportunities to move between grade boundaries by building on their research and experience and reflecting on their practice and their interpretation of data, with the emphasis on developing skills in understanding the problems associated with promoting behaviour change and the need for health professionals to provide non-judgemental support and guidance.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

Introduce this unit by explaining the importance of public health and what learners will gain from studying this unit. It might be helpful to determine learners' prior knowledge. You could get learners to research issues facing public health across the world today. Then they could present the issue they feel is the most important and make arguments to justify their points.

Learning aim A: Examine strategies for developing public health policy to improve the health of individuals and the population

For A1 you could introduce learners to key factors that contribute to poor public health, such as poverty, poor housing, dirty water. Introduce communicable diseases that impact global communities.

- You could give learners case studies on different epidemic diseases faced by global communities in the past 10 years. Learners could use the case studies to identify the factors that have contributed to the outbreaks and the potential health implications of environmental hazards. They could consider whether the hazards can be eradicated or managed. Getting learners to feed back to the class will help them to develop speaking and listening skills as well as encourage collaborative learning.

Learners should be introduced to how the needs of the population are identified and monitored. This will take into account reducing inequalities that exist between groups and communities within society.

- Learners could complete a research task in pairs. You could give them a national health problem to research and ask them to look at how this has changed/developed over time, how it is monitored and strategies in place to tackle it. Encouraging learners to participate in guided research will help them to develop their independent research skills and to evidence standard referencing techniques.

For A2 you should introduce learners to the structure, function and responsibilities of national and local government institutions for implementing policy.

- Learners could work in pairs to complete a table comparing and contrasting the structure, function and responsibilities of local government with

national government, specifically considering how they implement public health policy.

- Getting a guest speaker from the care sector to speak to learners and lead a discussion about the importance of screening would help learners to link theory to vocational practice.

For A3 you should introduce learners to the different roles and responsibilities of the organisations responsible for public health on local, national and international levels.

- You should introduce learners to statistics and where they can find studies, including epidemiological, regional and local reports and demographic data. They could be given a study to review and summarise, making sure learners are given different studies so that a range of epidemiological, regional or local reports is covered. Allow time for pairs to feed back to the class. Opportunities to find their own studies and analyse reports will help learners to develop their independent research skills and extrapolate the important information from large reports. They should be encouraged to reference their sources appropriately.

For A4 you should introduce learners to key statutory and pressure groups.

- Learners could work in pairs to research an influential group and then feed back their findings to the class. They could focus on the key interests of the group and its efficacy in terms of influencing public health policy.
- Learners could work independently to research the impact of the WHO on disease control, showing evidence of utilising statistical data.

Learning aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health

For B1 you could introduce learners to the concept of socio-economic/genetic/environmental and lifestyle factors. What are they? How do they impact health?

- Learners could play a higher or lower game – you could show them a picture of a different occupation (nurse/doctor/social worker etc.) and they have to guess their annual average salary, voting higher or lower for the consecutive occupations. This could facilitate a class discussion on how income can impact health (positively or negatively).
- You could use WHO reports on health inequalities between countries to facilitate a discussion on the socio-economic impact of ill health.

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- Learners could work in pairs to research life expectancy at birth and at the age of 65 in their local area. What conclusions can be drawn, particularly looking at socio-economic factors such as income, poverty, professions?
- Learners could work in pairs to each research different genetic illnesses. What genes are inherited? Is the gene for that condition dominant or recessive? What environmental factors including treatment are available? Learners could then create an information sheet on their chosen illness which could be used to create a class display.
- When looking at lifestyle factors, learners could work in groups, each creating a TV advert that highlights the health implications of a lifestyle factor, e.g. poor diet, lack of exercise, smoking, alcoholism. TV adverts could then be role played or videoed and presented to the class.
- You could introduce the topic of social change, summarising the developments in society and across the world in the last 100 years (consider affluence, medical advances etc.). Focus on obesity and its impact – obesity-related diseases, annual costs of treating people, costs to the economy in terms of sickness pay, social care, current trends in obesity statistics (national/global), childhood obesity etc. Learners could then work in pairs to research the social factors that surround obesity statistics – what plays a part in this public health issue? Learners should consider fast food/access to low-fat foods/education/cooking skills, etc. Learners should create a presentation of their findings which can then be shown to the class. This could encourage collaborative learning and communication, plus presentation and IT skills.

For B2 you could introduce the socio-economic impact of ill health, perhaps using video clips of individuals with a health condition such as diabetes and the cost of this to the individual and to government/society.

- Learners could work in pairs to research a specific health condition – how does the condition impact the individual, the population, the government socially and financially? Learners could then write their own case study of an individual with this specific illness/condition, which would help them to see the person behind the illness and recognise the importance of non-judgemental views when it comes to health promotion.
- You could invite a guest speaker from a community group or government initiative to share their experiences of working in a disadvantaged community group (benefits and challenges). Learners could then go on to write a week in the life of either the guest speaker or someone they are working with.

- Learners could design a 'guide to services' leaflet including the services available in their local community and who provides them. Learners should consider how to make the leaflet inclusive for different sections of the demographic.
- From their research and understanding of the impact of lifestyle, learners should write a case study illustrating how services may be accessed by an individual for a health condition exacerbated by a lifestyle choice.

Learning aim C: Investigate how health is promoted to improve the health of the population

For C1 'The role of health promoters', you could introduce learners to what health promotion is, including its aims.

- You could show learners different media campaigns on various aspects of health promotion, from smoking TV adverts to healthy eating government campaigns. Learners should complete a worksheet to review each campaign, evaluating its impact, and then discuss it as a class.
- You could facilitate a class visit to a local health clinic, where learners have to find evidence of health promotion materials, any campaigns, professionals working in the clinic and their role in health promotion, any activities or classes being run. You could ask a professional who works at the clinic to talk to learners about their role in health promotion within the local health clinic/community.
- You could ask learners to work in small groups to research a global organisation to research and explore their role (consider the World Health Organization (WHO), Child Family Health International (CFHI), Save the Children, Doctors Without Borders (MSF), the International Union for Health Promotion and Education (IUHPE). Learners could then work independently to create an informative poster based on the organisation they researched, explaining its role in health promotion and education. Posters can then be used to create a classroom display. This activity will encourage independent research skills, IT skills and presentation skills. Learners should be encouraged to reference their sources appropriately.

For C2 you could introduce learners to the topic of health risks and vulnerable groups. You could also introduce the topic of targeted education and health awareness/promotion programmes including health surveillance programmes.

- Learners could complete a guided research task covering the groups most at risk – children, the elderly, minority ethnic groups and substance abusers – and what they are at risk of e.g. children at risk of passive smoking.

Learners could go on to create a leaflet designed for an at-risk group explaining risks and how to avoid danger areas.

- You should introduce key co-ordination of national and local services, and disease registration to inform health trends and for strategic health planning. Learners could be given a case study looking at Covid-19 and national responses to strategic health planning – what did other countries do in comparison with their own? What if anything would they change if they had responsibility for health promotion and planning?

For C3 you could introduce learners to the importance of environmental controls, e.g. waste disposal and treatment, water supply, food production, preparation, storage and sales. You could also introduce them to the importance of vaccinations in protecting public health and the topic of microbiology services to identify and control outbreaks of disease and the role of field epidemiology in controlling communicable diseases like Covid-19.

- Learners could be given a documentary on the role of an environmental health officer (or introduced to a guest speaker). They should make notes on the job role and responsibilities. What are the health risks involved and how do they minimise these risks and protect the public? Learners could then create a report as if they were investigating poor practice in the role of an environmental health officer (you could provide a news article for learners to use as a case study).
- You could invite a guest speaker with experience of protecting public health via vaccinations (health visitor/practice nurse) to speak to learners and give them a vocational insight into how vaccination works, when it is administered, and why and what the contraindications for administration are. Learners could go on to research in pairs and suggest reasons why children are not vaccinated and what the potential consequences may be for a child infected with a particular disease.
- You could show clips from films such as *Outbreak* (1995), *Contagion* (2011), *Quarantine* (2008), *Flu* (2013) (available on YouTube) to show the importance of controlling communicable diseases. Learners could work independently to access the WHO website and look at the organisation's response to specific outbreaks, for example Ebola (2007) (what other organisations were involved?). Learners should consider ways in which this was controlled and any other ways this could have been improved.

For **C4** you could introduce the topic of disease prevention and control with an emphasis on differentiating between communicable and non-communicable

disease and the prevention/management of the contributory factors to the prevalence of the disease.

- Learners should identify a particular communicable disease and create a poster outlining the causal factors of a named condition and suggesting methods for preventing the spread of the condition or for managing the contributory factors. You could then facilitate a discussion on the problems associated with prioritising disease prevention and management within a restricted health budget.
- Learners could work in pairs to complete a research task where they look at non-communicable disease such as cancer, cardiovascular and respiratory disease and diabetes, which are the most common causes of death worldwide. Learners should focus their research on what the government is doing to promote the prevention and control of non-communicable diseases. Learners could focus their research on different diseases and create small PowerPoint presentations on their findings, taking it in turns to show the class.

Learning aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health

For D1 'Features of health promotion campaigns', you could introduce the main features of health promotion campaigns (objectives, target audience, media resources and ethical considerations).

- Each learner could be given a specific health promotion campaign to research. They should try to find out what the main features of the campaign were and create a small presentation. Learners could then take turns in presenting their findings to the class.
- Learners in small groups could work on a sorting activity where they have to sort out the features of four different health promotion campaigns and put them in the correct order. This could include benefits and limitations of each campaign. Learners could then write up this activity in a large table which can then go in their notes.
- Learners could be given a health issue to work on collaboratively in small groups. They will be responsible for improving public health regarding this particular issue. They need to plan a campaign, considering all the features and ethical considerations. What are the key issues and priorities to consider? Learners could take turns presenting their campaigns to the class, developing their communication and presentation skills.

For D2 you could introduce barriers to individuals' engagement in health promotion. You could facilitate a discussion to examine why individuals

disengage with public health initiatives or fail to engage with them in the first place.

- Learners could work in small groups, each taking a specific issue such as access to healthy food. They could mind-map all the barriers that could impact an individual from eating healthy – they could consider expense and look at the cost of fruit and vegetables compared with junk food, in their own country and compared with other countries.
- Learners could be given a case study of an individual who needs to engage with changing a lifestyle choice. What are the factors that need to be considered? What would make them resist improving their health? Learners should consider the physical and mental behaviours.
- Learners could work in small groups to write and perform role plays to persuade those at higher risk of health issues within society to adopt healthier lifestyles. This should be related to the principles of effective communication and consider the ethical issues of targeting.

For D3 you should introduce the principles of three theories/models behind health behaviour change, choosing from the Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Stages of Change Model and Social Learning Theory.

- Learners could be given a sorting activity where they work in pairs to sort out the key features of the theories and the benefits and limitations of each. They should go on to independently write up this activity in a large table which can then go in their notes.
- You could introduce some of the problems of trying to apply models of behaviour change to health behaviours. Learners could work in pairs to compare and contrast the different models and consider the potential problems of using the models to promote change in the behaviour of individuals. They could then work independently to complete a table with similarities and differences of all the models and potential problems.
- Using a specific health promotion campaign, learners should explain how the models and theories they have learned about could help encourage individuals to participate in the campaign and change their behaviour.

For D4 you could introduce learners to the role of the media in promoting public health. They should consider both the benefits and the limitations of using the media to promote public health.

- In small groups, learners could use the '4 Ps' of social marketing theory to devise a campaign to tackle a named issue in a specific target group.

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Groups could then feed back to the class and you could facilitate discussion on potential effectiveness.

- You could introduce the topic of effective communication and alternative methods of communicating health information, for example plays and film. Learners could be shown a film/part of a film or various clips from films which are designed to promote awareness of specific health issues such as mental health or cancer. You could then facilitate a discussion on the potential effectiveness of film as a medium for health promotion.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Human Lifespan Development
- Unit 2: Anatomy and Physiology for Health and Social Care
- Unit 3: Enquiries into Current Research in Health and Social Care
- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care

Resources

Textbook

Baum, A – *Cambridge Handbook of Psychology, Health and Medicine*
(Cambridge University Press, 1997) ISBN 0521436869

A useful text, including an outline of the Health Belief Model and its application to health behaviour.

Website

www.who.int

The World Health Organization is a United Nations organisation tasked with directing and coordinating international health.



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Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.