**Canterbury Christ Church University logo**

# Module Handbook for Health and Work Academic year 2022/23

**Module code:** MLSMD3HAW

**Level of study:** Level 6

**Number of credits**: 20 credits

**Programme/s the module belongs to:** BSc (Hons) Public Health and Health Promotion

**Faculty:** Medicine, Health and Social Care

**Academic calendar:** A

**Trimester of delivery:** Trimester 3

**Start date of the module:** June 2023

**Location of study:** LSC London (On-Campus)

**Study hours for the module:** usually 200 overall - Divided into:

* **Number of contact hours and pattern of delivery:** 50 hours including live or (online) teaching, seminars and directed study
* **Number of hours when students are expected to study independently or amongst peers, with no direct academic contact:** 150

**Module leader name:** Dr Chijioke Agomo

**Module leader contact details:**  email: chijioke.agomo@lsclondon.co.uk

**How to access tutorials and other module support:** In the first instance refer to the portal for lecture materials and support.

**Who is the module for?** This module is a core module for level 6 BSc (Hons) Public Health and Health Promotion (Top up).

**Module aims:** The module aims to provide students with the opportunity to explore, in depth, the contemporary political, social and contextual factors that influence health and wellbeing in the workplace.

**Brief module description/summary:** The module will examine how work plays an important part in the adult stage of the life-course and its impact on health. An overview of key policy documents and White Papers will also be discussed. The concepts of good work and high-quality work will be examined, and how each relates to psychological wellbeing and flourishing. The aging workforce and future ‘reduced workforce’ will also be examined as critical issues.

The module will include an examination of how physical and psychosocial environments can influence health with an emphasis placed on how these can be managed to promote health and wellbeing in the workplace. Specific attention will be given to the workplace challenges relating to the health of vulnerable workers such as migrants, young people, carers, those with disability and with mental ill health. This will include a critical overview of how organisations measure and manage these challenges effectively. Contemporary issues such as absence and presenteeism, sedentary work, musculoskeletal health and mental health will be examined along with the consequences of not managing these positively and proactively. The management of good health and wellbeing at work will be contextualised within health promotion, and organisational and behaviour change theory and existing recognised best practice standards.

**Module learning outcomes:** By the end of this module students should be able to:

1. Demonstrate a systematic understanding of the political and social contexts of health and work in the UK;
2. Critically evaluate theory, best practice and the underpinning legislation that influences health and wellbeing at work;
3. Demonstrate the ability to critically evaluate the positive and negative impacts of work on health and wellbeing.
4. Critically assess the contemporary issues that impact on health at work.
5. To critically analyse how health and wellbeing can be promoted at work.

**Overview of learning and teaching activities on the module:** Lectures will be used to provide theoretical and conceptual constructs of the process of health protection. This module uses a flipped learning approach, which means that students will be expected to complete directed activities (1) before any shared seminar class activity (2 and 3):

|  |  |
| --- | --- |
| Level of Learning | Flipped Learning |
| 1. Remember | Lectures , Reading lecture materials, Videos, Documentaries, Websites |
| 1. Understand | Reflection, Peer to Peer Discussion and Collaboration |
| 1. Apply | Instructor Supported Activities |
| 1. Analyse, Evaluate, Create | Work towards, and production of Student Essay and Poster Presentation |

Lecture sessions, tutor supported activities provide an environment for debate, brainstorming and problem solving as a collaborative activity to develop understanding and application. The design of the module is intended to provide a framework for students to take responsibility for their own learning and academic achievement by clarifying issues and developing critical thinking. Students are encouraged to keep up to date with health and research issues in journals and in the media and there will be opportunities in the module to debate topical issues.

**Assessments:**

| Summative assessment  Type | % weighting | Deadline for submission of work and where assignment should be submitted to Turnitin (deadline is 2 pm) | Date for return of mark/grade and feedback and where they will be returned |
| --- | --- | --- | --- |
| 1. Case Study | 100% |  |  |

**Further information about the assessment can be found at the end of this handbook, in the “assessment brief” section.**

**Indicative schedule of delivery**: Week commencing 12th June 2023

| **SESSION** | **INDICATIVE CONTENT** | **INDEPENDENT STUDY ACTIVITIES** – Please read essential texts every week and participate in the following: |
| --- | --- | --- |
| 1 | 1. Introduction 2. Health and Work in Context | Watch Btitains hardest workers – questions and link are on blackboard |
| 2 | Good work, balanced work and barriers to work | Read Thriving, Striving or Just About Surviving – focus on the different types of workers described; consider what might their health and wellbeing needs be? We will discuss this in brief next week.  Spend time exploring the NHS Employers health and wellbeing webpages in preparation for next week’s lecture: http://www.nhsemployers.org/your-workforce/retain-and-improve/staff-experience/health-work-and-wellbeing. Note what issues are being given attention, the size of the project to address health and wellbeing, how staff are being engaged in the project. |
| 3 | Workplace health promotion and the settings approach | Watch the two short videos on blackboard and read about the whitehall studies – links on blackboard |
| 4 | The psychosocial environment | Read Causes and management of stress at work (BMJ article on Blackboard). Find out about the Management standards and how they have changed since covid https://books.hse.gov.uk/Stress-Indicator-Tool/ |
| 5 | Academic Development Week |  |
| 6 | The physical environment | Find out about the health and education campaigns targeting construction workers |
| 7 | The aging workforce | Visit the WHERL website and read this blog https://wherl.ac.uk/why-are-some-working-in-their-60s-and-is-it-good-for-their-well-being/ |
| 8 | Mental Health and illness | Explore these mental health at work toolkits https://www.mentalhealthatwork.org.uk/toolkit/ |
| 9 | Vulnerable Groups | Use the HSE website to find out what might make someone vulnerable in the workplace and why |
| 10 | Musculoskeletal health and the sedentary environment | Read Lallukka T, Mänty M, Cooper C , et al Recurrent back pain during working life and exit from paid employment: a 28-year follow-up of the Whitehall II Study Occup Environ Med Published Online First: 04 October 2018. doi: 10.1136/oemed-2018-105202 |
| 11 | Work and Ill health | Read Brownett, T. (2015) ‘Improving wellbeing at work.’*Occupational Health*, 67 (4), pp. 24-26, available at: [https](file:///C:\Users\sandy\Downloads\https)[://www.personneltoday.com/hr/improving-wellbeing-work/](https://www.personneltoday.com/hr/improving-wellbeing-work/)  This paper describes a three-year strategy to improve workplace wellbeing. After reading the paper, identify the critical success factors, and consider why a three-year strategy was decided upon. What do you think determined the order of priority for those three years? |
| 12 | Substance Misuse and pathways for management | Find out if your employer has a drugs and alcohol policy. Do they do testing? If you are found to be taking drugs or alcohol does the policy specify a punitive or rehabilitative outcome? |

**Guidance on how to use independent study time:** complete the essential set reading. Recommended reading will support your ability to write more knowledgeably and think more critically. By utilising the list of activities above (also available in the weekly folders) you will deepen your learning and understanding, develop criticality and be better able to apply concepts from the module.

**Referencing system:** Harvard Referencing. We use cite them right which is available [here](https://www.citethemrightonline.com/).

**Learning Materials/Resources:**

All resources can be found on the Portal. Each week a new folder of resources will be available for students. Each folder will contain recap lectures, activities, reading lists, directed study and additional resources.

All books recommended are available from the library. Where possible the digital link to the book, or resource have been provided in the reading lists.