



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Social Epidemiology and Public Health Development

Foundations of Social Epidemiology

Assessment Unpacking

Semester 1 2021/22

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Assessment Unpacking

Week 3

Learning outcomes

On successful completion of this module, you should be able to:

- Demonstrate a thorough understanding and knowledge of the various approaches to social epidemiology interventions and ways for monitoring epidemiological information of a population during the life course.
- Apply knowledge on the link between social environment and health for the development of needs assessments, considering the social determinants of health and impact of social factors on individual and public health.
- Communicate analysis and evaluation of outcomes of epidemiological studies and how these outcomes relate to social and cultural contexts, public health interventions and policies.
- Demonstrate knowledge and understanding of the various forms of health inequalities in the UK and globally, and critically compare and evaluate public health policies and interventions.

Module Summary

- The module aims overall to introduce students to the various approaches to interventions and ways for monitoring public health information related to health inequalities, social determinants of health, socio-economic and demographic characteristics of a population.
- To familiarise students with the core concepts of social epidemiology and public health development and to acquire the skills necessary to describe and interpret epidemiological information.

Aims of the Session

To understand

- What is expected in the assessment?

WHAT DOES THE PRESENTATION ENTAILS?



PowerPoint Presentation

- You have been commissioned by the local council to plan and design a campaign to promote a positive health behaviour. – focus on the whole population –
- Choose from any of these **exercise (physical activity), diet (healthy eating), sleep, alcohol consumption, mental health**
- Choose an age group
- You can look at other campaigns but yours should be **UNIQUE**

Step one: Slide 1

- Step one: as a group, complete the following:
- Slide 1 = title and pictures that identify chosen population, target activity and is interesting to see and read!
- You can type “Children healthy eating” image on google to get a good image to use

TEENAGERS
DANCE
AROUND THE
WORLD!!!



CATCHY
TITLE AND
CLEVER
USE OF
IMAGES

Stay active, be creative, live better !



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FACTORS THAT INFORM DESIGN

Plan a health promotion
project for a specific target
population: refer to how it
meets priorities set out in
needs assessment

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ALTH 2021

couraging men to open up about their alth



**Identifying
demographics
in the diagram**

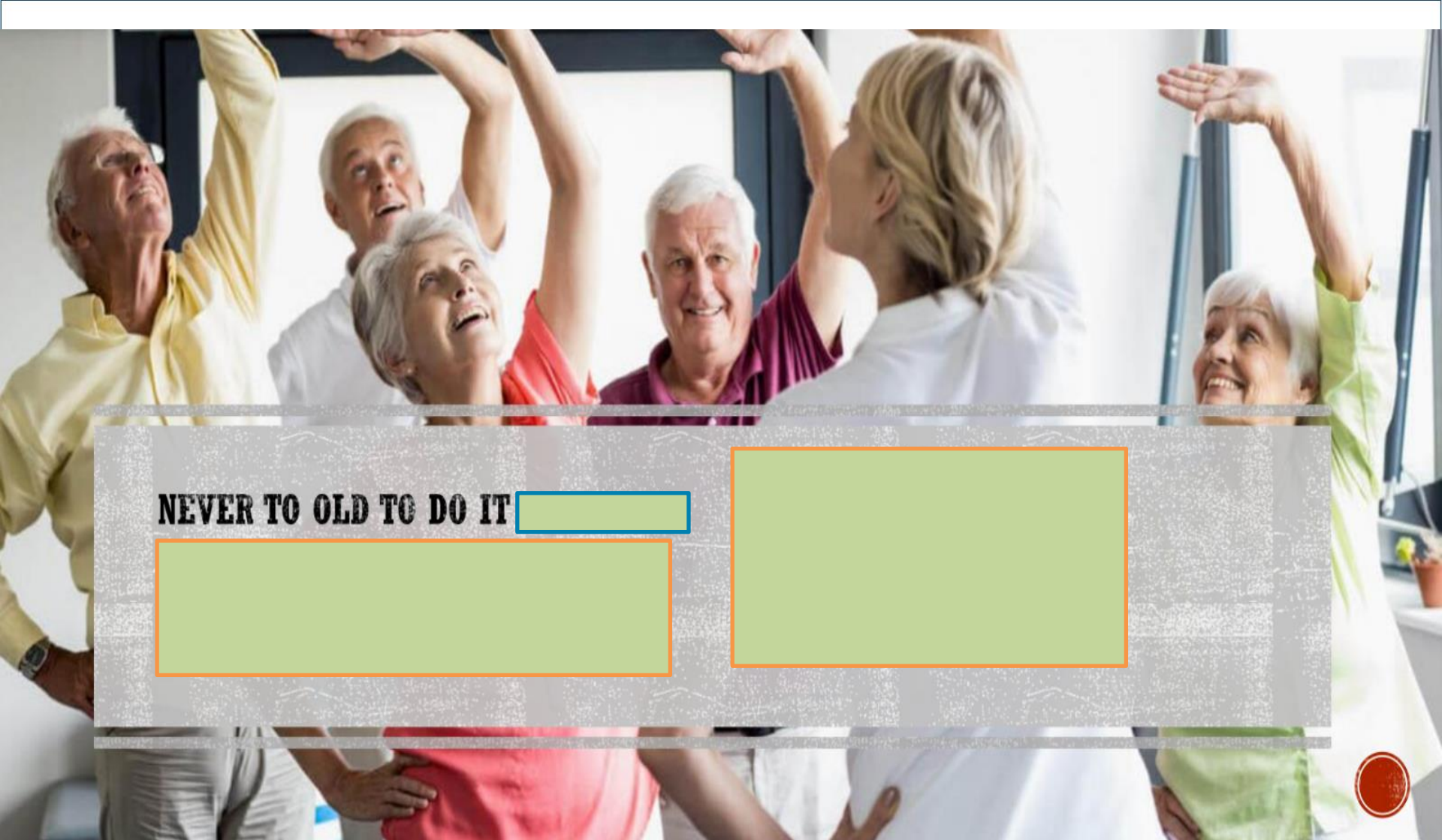
Needs
assessment
indicated:

Age

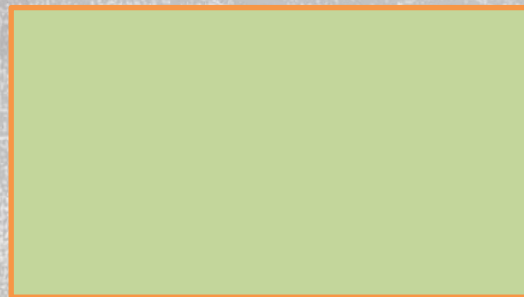
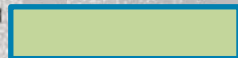
Gender

Eat The Best And Leave The Rest





NEVER TO OLD TO DO IT



Step one: Slide 2

- Step one: as a group, complete the following:
- A Slide which details the activity –
- 6-8 weekly sessions,
- Aims and contents of the activity must be written.

Step one: Slide 2

- Examples of some 6-8 weekly activities that can be used to promote healthy eating:
- 6-8 weekly sessions,
- Aims and contents of the activity must be written.

Step one: Slide 2

<https://heas.health.vic.gov.au/early-childhood-services/curriculum-activities/healthy-eating-games-and-activities>

<https://www.pinterest.co.uk/pin/42995371421376915/>

<https://www.verywellfamily.com/fitness-and-physical-activities-for-school-aged-kids-1257209>

<https://www.nhs.uk/healthier-families/activities/#8wFojitSSbSEsgRc.97>

Group member 1

- **Rationale and focus slides:**
- Refer to national guidelines and indicate using statistics whether your age group are meeting the guidelines.
- Short term and long term consequences of poor habits for chosen focus: short term = daily life (e.g. changes in behaviour) long-term = future
- Identify 3 key aims of the campaign and explain the benefit of achieving those aims.
- Ensure your aims can be measured

For example: Group member 1

- For example:

Assuming your chosen focus is unhealthy diet/eating or physical inactivity

You need to state the

- Short term and long term consequences of *unhealthy diet/eating or physical inactivity* in your chosen population
- This should be presented on separate slides or beside each other and well titled

Group member 2

- Identify types of evaluation and ways of measuring whether the aims have been achieved.
- Create an **eye-catching poster** to advertise the campaign: include the **focus, the activity and benefits**

Group member 3

- Identify potential partners – organisations in the local area and available nationally to show resources that can be used in your campaign
- Outline the physiological, sociological and psychological BENEFITS of making the change in behaviour you are encouraging
- Identify 2/3 theories that explain barriers to changing behaviour and identify solutions in the campaign to overcome individual challenges

Example of potential partners

Potential Partners



Greater Manchester Children & Young People Health & Wellbeing Framework :
GMCA focuses on improving the physical and mental health of the children in Greater Manchester. Their vision is to make Greater Manchester the best place for children to grow up by giving them the best possible start of their life.



CBeebies – Get Creative is a programme that stimulates children be get creative. Children can get active through the online activities created through the TV show and app.



BBC- Children in Need: is a charity which focuses on raising funds for charity and projects that help children to live a good life.



Change 4 Life: helps raise awareness on healthy eating for families. It focuses on helping parents make healthier food choices for their children.