

## **Subject module in Interdisciplinary Studies in Health Promotion and Health Strategies**

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DATE/REFERENCE

1 September 2013

JOURNAL NUMBER

2012-1335

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The provisions of these subject module specifications are issued pursuant to the study regulations for the Bachelor Study Programmes in the Social Sciences, the Humanities, the Humanities and Technology and in the Natural Sciences. Unless specifically stated below, the provisions set out in the study regulations for the bachelor study programme, in which the relevant student is enrolled, will also apply to this subject module.

### **Purpose**

Article 1 The subject module in Interdisciplinary Studies in Health Promotion and Health Strategies qualifies the student to participate in interdisciplinary studies and development work within the health promotion field. Through the subject module, the student develops skills in identifying, analysing and disseminating various knowledge perspectives relating to health and health promotion. The aim is to achieve a broad, research-based knowledge of the field, where the student obtains a basic understanding of the different academic, theoretical and methodological approaches to the study of health and health promotion. There is a strong emphasis on the links between academic traditions and knowledge creation in relation to health promotion. The student should be able to identify, analyse and discuss the relationship between historically developed health perceptions and health strategies, and between social structures and inequalities in health.

Through the study work, students shall acquire knowledge about and apply relevant theories, methods and concepts to the study and analysis of problems in the field of health promotion.

The purpose of the subject module in Interdisciplinary Studies in Health Promotion and Health Strategies is also to provide the student with the qualifications required to commence a master's programme in Interdisciplinary Studies in Health Promotion and Health Strategies or related master's programmes.

2. The subject module is included in the bachelor programmes offered at Roskilde University as one of two subject modules The subject module corresponds to 35 ECTS points.

### **Description of competency**

Article 2. The subject module in Interdisciplinary Studies in Health Promotion and Health Strategies provides students with the following knowledge, skills and competences:

**Knowledge:**

- Basic awareness of the forms of knowledge available in the field of health promotion and the theories used in the field, including their epistemological, ontological, methodological and ethical aspects.
- Insight into various professional groups' knowledge and understanding of health and health promotion and knowledge of the importance of professional groups in establishing health promotion strategies.
- Understanding of health systems and health professions' knowledge production and development in a historical and institutional perspective.
- Insight into the relationships between historically developed health perceptions and health strategies, as well as between social structures/distributions and inequality in health.

**Skills:**

- Skills in analysing and identifying different knowledge perspectives with regard to health and health promotion.
- Skills in reflecting on and discussing the relationships between academic traditions, health perceptions and health strategies.
- Skills in assessing and applying relevant theories, methods and concepts to the study of issues in the health promotion field.
- Skills in communicating health promotion issues and theoretical perspectives and analyses of them for peers, collaboration partners and non-specialists.

**Competencies:**

- Competency in identifying, defining and analysing problems in the field of health promotion.
- Competency to participate in academic and interdisciplinary collaboration with relevant actors in the field of health promotion with a professional approach.
- Competency to identify one's own learning needs and develop one's own personal knowledge and experience in various learning environments, such as a master's programme, in which Interdisciplinary Studies in Health Promotion and Health Strategies are included.

Article 3. The subject module corresponds to 35 ECTS points and consists of the following subject elements:

- Subject module project in Interdisciplinary Studies in Health Promotion and Health Strategies (15 ECTS points)
- Subject module course 1: Health Promotion as research, practice and field of interest (5 ECTS points)
- Subject module course 2: Health perceptions in a social and theoretical perspective (5 ECTS points)
- Subject module course 3: Knowledge creation and theory of science in the field of health promotion (5 ECTS points)
- Subject module course 4: Qualitative methods and methodology in health promotion (5 ECTS points) *or* Social science methodology course (5 ECTS points), cf. section 2.

2. Subject module course 4 is offered in 3 different variations:

- Subject module course 4a: Qualitative methods and methodology in health promotion (5 ECTS points)
- Subject module course 4b: Advanced social science methodology (5 ECTS points).
- Subject module course 4c: Social science analysis strategy (5 ECTS points).

The student chooses which of the subject module courses 4a, 4b or 4c to take

If the student wishes to follow one of the social science methodology courses, 4b Advanced social science methodology or 4c Social science analysis strategy, but has followed one of the courses through his/her other subject module, the course that is missing should be selected.

### **Recommended academic requirements**

Article 4. There are no specific prerequisites for the subject module

### **Description of the elements of the subject module.**

Article 5.

Title	Subject module project in Interdisciplinary Studies in Health Promotion and Health Strategies
Type	Project
Subject type	Mandatory
ECTS	15 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Insight into knowledge perspectives regarding health and health promotion in relation to an exemplary problem issue.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Skills in formulating and analysing a problem in relation to health promotion.</li> <li>• Skills in understanding and applying relevant theories and</li> </ul>

	<p>methods in relation to the chosen problem issue in health promotion.</p> <ul style="list-style-type: none"> <li>• Skills in communicating substantive results and challenges in the project work to peers.</li> </ul> <p>Competencies</p> <ul style="list-style-type: none"> <li>• Competency to analyse, discuss and provide perspective on the chosen subject area in relation to relevant theories and methods.</li> <li>• Competency to evaluate the process of the project work and reflect on their own role in it.</li> </ul>
Overall contents	<p>Through the project work, the student shall gain experience in independently formulating and analysing problem issues related to health promotion in such a way that it supports the students' research-based understanding of the interaction between different knowledge perspectives on health, disciplines, health perceptions and health strategies.</p> <p>The student shall also be capable of critically applying relevant theories and methods in relation to the chosen problem issue in health promotion. The project work is completed upon preparation of a written project report.</p>
Teaching language	Danish
Foreign language literacy skills	The student is expected to be able to read scientific texts in English.
Programme-related Requirements	<p>It is recommended that students have completed subject module course 1 before the start of the subject module project</p> <p>It is also recommended that the student has completed at least one of the subject module courses 2 or 3 prior to commencing the subject module project</p> <p>If the student has not completed at least one of these two subject module courses in advance, the student must complete at least one of the subject module courses 2 or 3 while preparing the subject module project, since the project work is based on subject courses and is supported by them.</p>
Form of examination	<p>The project is prepared in groups of 2-6 students, subject to the relevant bachelor programme study regulations.</p> <p>The project work is assessed by oral examination. The length of the examination, including discussion of the performance, is determined as follows:</p> <ul style="list-style-type: none"> <li>• 2 examinees 60 minutes</li> <li>• 3 examinees 75 minutes</li> <li>• 4 examinees 90 minutes</li> <li>• 5 examinees 105 minutes</li> <li>• 6 examinees 135 minutes</li> </ul>

	<p>For project work participants, the form of examination is a group examination. The examination is based on the students' project report. The examination is a dialogue between the students, the internal examiner(s) and the external examiner(s).</p> <p>The student is examined based on the entire project report. Being based on the project report means that questions that can be asked about the entire project report.</p> <p>Individual assessment is performed on the basis of individual presentations prepared at home, based on a question that the supervisor has formulated and delivered to the student one week (5 working days) before the exam date. The question is based on the project report. The student must make their presentation and be heard on the question for approx. 10 minutes of the overall examination time.</p> <p>An individual assessment is made of the performance of each student. The assessment is a collective assessment of the project report and the oral examination performance.</p>
Assessment	7-step marking scale
Examiners	External

<b>Subject module course 1</b>	
Title	Health Promotion as research, practice and field of interest
Type	Course
Subject type	Mandatory
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of the research perspectives that are used within the field of health and health promotion.</li> <li>• Insight into the theoretical perspectives and methods used within health promotion research.</li> <li>• Knowledge of the social and institutional foundations and conflicts of interest that dominate and influence the field of health promotion.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Skills in explaining and analysing key issues in the health promotion field.</li> <li>• Skills in presenting and communicating knowledge of key issues in the health promotion field.</li> </ul>

	<p>Competencies:</p> <ul style="list-style-type: none"> <li>Competency to be able to cooperate and engage in academic discussions.</li> </ul>
Overall contents	<p>The course introduces the position of the health promotion area relative to the overall health system, as well as the political strategies and social inequalities in the health area.</p> <p>The health promotion field and the programme's key concepts and fields of research are introduced through selected case studies, which are based on a specific setting or specific perspectives.</p>
Teaching language	Danish
Foreign language literacy skills	The student is expected to be able to read scientific texts in English.
Programme-related requirements	None
Form of examination	<p>To pass the course, the student must actively, regularly and satisfactorily participate in the course's study activities.</p> <p>Regularly: Min. 75% participation in the course's study activities.</p> <p>Activity: Participation in the course's discussions and exercises, Contribution to oral presentations by students from the texts in one of the course classes. In the student presentation, the student shall identify and explain central issues in the health promotion field. There shall also be a self-assessment of the group's presentations (professional, organizational and educational)</p> <p>Submission of a written group assignment of 4-6 pages, with an independent discussion and critique of the course literature in relation to health promotion concepts and strategies contained in the texts of the course session at which the group gives their presentation. The assignment shall be submitted within one week after the end of the course.</p> <p>Satisfactory: The student's performance must be on an academic level equivalent to the competency description</p>
Assessment	Pass/fail
Examiners	Internal

<b>Subject module course 2</b>	
Title	Health perceptions in a social and theoretical perspective
Type	Course
Subject type	Mandatory
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of the key concepts and theoretical perspectives of health and health promotion.</li> <li>• Insight into different actors' understanding of health promotion and their contribution to the development of forms of knowledge and discourses in the field of health, as well as their historical and social backgrounds.</li> <li>• Knowledge of key strategies to promote health, including forms of intervention, empowerment strategies and health education and health psychology.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Skills in understanding, reflecting on and discussing the relationships between academic traditions, health perceptions and health strategies.</li> <li>• Ability to discuss and communicate different perspectives on health and health promotion - understood as both theory and practice.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Competency to independently reflect on one's own professional position in the field of health promotion.</li> <li>• Competency to identify health concepts, health perceptions and health strategies, and to place them in an institutional, historical and social context.</li> </ul>
Overall contents	<p>The course expands the student's knowledge of concepts and theoretical perspectives on health and health promotion, which are examined in both an everyday life context and in a structural context.</p> <p>The course provides an insight into the different actors' perceptions of health promotion and their contribution to the development of forms of knowledge and discourses in the field of health. An institutional, historical and social perspective is adopted in relation to the understanding of alternative and diverging perceptions of health. Strategies to promote health, including forms of intervention, empowerment strategies and direction in health education and health psychology, are illustrated as examples of the consequences of different perceptions of health.</p>

	The course contributes to the conceptual development and analysis skills that are part of the subject module's project work.
Teaching language	Danish
Foreign language literacy skills	The student is expected to be able to read scientific texts in English.
Programme-related requirements	It is recommended that students have completed subject module course 1 before commencing subject module course 2.
Form of examination	The course is passed through an individual written analysis assignment, where the student formulates the assignment question based on the course literature. The question shall be approved by the teacher. The assignment is a home assignment. The paper is written in parallel with the course and returned one week after the last course session. Scope: 4-5 standard pages excluding the cover page and bibliography.
Assessment	7-step marking scale
Examiners	Internal

<b>Subject module course 3</b>	
Title	Knowledge creation and the theory of science in the field of health promotion
Type	Course
Subject type	Mandatory
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Insight into the relationships between key theory of science positions and conceptualization of health and health promotion.</li> <li>• Insight into the relationships between key theory of science positions and health strategies, as reflected in practice.</li> <li>• Knowledge of the social, historical and institutional foundations and conflicts of interest that dominate and influence the creation of knowledge in the field of health promotion.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Skills in identifying, applying and reflecting critically on the relationship between theory of science choices and (power) positions within the field of health.</li> </ul>



	<ul style="list-style-type: none"> <li>Skills in identifying, applying and reflecting critically on the relationship between theory of science choices and results in the field of health promotion research.</li> </ul> <p>Competencies</p> <ul style="list-style-type: none"> <li>Competency to identify and apply one or more relevant theory of science positions to illustrate an issue in the field of health promotion.</li> <li>Competency to be able to reflect on and discuss the main approaches to knowledge production in the health promotion area.</li> </ul>
Overall contents	<p>The course introduces the central realistic and constructivist theory of science positions within health promotion, as well as the discussion of validity and knowledge hierarchies (evidence) in the field. The students are introduced to the different approaches through reading relevant theoretical literature and examples of the use of the theory of science perspectives in selected health promotion projects and in research into health promotion. Exercises are also carried out to strengthen the student's ability to identify, apply and reflect critically on theory of science choices in relation to the project work.</p>
Teaching language	Danish
Foreign language literacy skills	The student is expected to be able to read scientific texts in English.
Programme-related requirements	It is recommended that students have completed subject module course 1 and 2 before commencing subject module course 3.
Form of examination	<p>There is an oral examination based on a written assignment. The length of the examination, including discussion of the performance, is determined as follows:</p> <ul style="list-style-type: none"> <li>For 1 student 20 minutes</li> <li>For 2 student 35 minutes</li> <li>For 3 student 50 minutes</li> <li>For 4 student 60 minutes</li> <li>For 5 student 70 minutes</li> <li>For 6 student 80 minutes</li> </ul> <p>The written assignment is based on the problem area in the student's project or a hypothetical problem area, which shall be approved by the teacher. The assignment shall discuss knowledge perspectives in this field, from the perspective of two or more schools of theory. The students choose which theory of science schools they will use in the assignment.</p> <p>The student decides whether the assignment is performed individually or</p>

	<p>as a group. The length of the assignment shall be 3-4 standard pages. The assignment shall be submitted within one week after the end of the course.</p> <p>If the written assignment is a group assignment, the oral examination shall be a group examination.</p> <p>The oral examination shall be based on the written assignment. The examination takes the form of a conversation between the student(s) and the examiner(s). The examination shall be organized in such a way that individual assessment is possible.</p> <p>The evaluation is an overall evaluation of the written assignment and the oral examination.</p> <p>For the oral examination, the student must demonstrate knowledge, skills and competence corresponding to the course's learning objectives.</p> <p>Requirements for eligibility: To pass the course, the student must actively, regularly and satisfactorily participate in the course's study activities. The course coordinator assesses whether the student has demonstrated active, regular and satisfactory participation.</p> <p>Regular: Min. 75% participation in the course's study activities.</p> <p>Active: Participation in the course's discussions and exercises,</p> <p>Satisfactory: The student's performance must be on an academic level equivalent to the purpose description</p> <p>If the student does not meet the eligibility requirements, the course coordinator will set a written assignment based the course literature. The assignment shall be completed individually and must have a scope of 8-10 pages. The written assignment shall be delivered one week (5 working days) after the assignment question is delivered.</p> <p>The student takes an oral examination based on the written assignment.</p>
Assessment	7-step marking scale
Examiners	Internal

**Subject module course 4a**

Title	Qualitative methods and methodology in health promotion
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Type	Course
Subject type	Mandatory, subject to Article 3, Section 2
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of basic methodological concepts, thinking and problems associated with various approaches to qualitative knowledge creation.</li> <li>• Knowledge of the analytical implications of theory of science and methodological choices in qualitative studies of problems in the field of health promotion.</li> <li>• Understand and reflect on key qualitative methodological approaches and methodology in studies in health promotion.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Ability to identify and apply relevant qualitative methods to illustrate a problem issue in health promotion.</li> <li>• Ability to discuss the application of qualitative methodological approaches for the identification, analysis and development of problem issues in the field of health promotion.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>• Competency to use and reflect critically on methodological approaches based on knowledge of the theory of science and qualitative methodology.</li> </ul>
Overall contents	<p>The course introduces the student to key qualitative methods in health promotion; interviews, observation and document analysis. The students are introduced to the different approaches by reading relevant methodology literature and through examples of the use of the methods in health promotion.</p> <p>Exercises are also carried out to strengthen the student's ability to identify, apply and reflect critically on the choice of method in relation to the project work.</p>
Teaching language	Danish
Foreign language literacy skills	The student is expected to be able to read scientific texts in English.
Programme-related requirements	It is recommended that students have completed subject module course 1, 2 and 3 before commencing subject module course 4a.

Form of examination	<p>There will be an individual oral examination a 20-minute duration. The oral examination is based on exercises performed during the course, with the student should be able to reflect on, discuss and compare in relation to the course's learning objectives.</p> <p>Requirements for eligibility: To qualify for examination, the student must have participated in three out of five exercises in methodology and qualitative methods. The exercises are conducted in groups of approx. five students. The course coordinator approves the students' exercise participation.</p> <p>If the student does not meet the eligibility requirements, the course coordinator will set an individual written assignment based the course literature. In the assignment, the students reflect on, discuss and compare methodical and methodological issues related to the course's learning objectives. Scope: 8-10 standard pages. The assignment shall be handed in one week (5 working days) after the assignment question is delivered to the students.</p>
Assessment	Pass/fail
Examiners	Internal

<b>Subject module course 4b</b>	
Title	Advanced social science methodology
Type	Course
Subject type	Mandatory, subject to Article 3, Section 2
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Knowledge of advanced social science methods, including particularly within the academic field in which the students have chosen to specialise.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Skills in working with advanced social science methods related to the academic field in which the students have chosen to specialise.</li> <li>Skills in reflecting on scientific evaluation criteria, including reliability and validity, and being able to evaluate the consequences of the methodological choices.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>Competency to provide methodological solutions, based on the preconditions of the subject itself, but also to involve relevant methods and perspectives from other relevant disciplines.</li> </ul>
Overall contents	The course includes an expanded discussion of social science methods.

	After a general introduction, there will be an opportunity to specialize within the course, depending on the methodological traditions that exist within the subject areas the student areas chosen by the student in their subject modules.
Teaching language	Danish or English.
Foreign language reading proficiency	The student is expected to be able to read scientific texts in English.
Study requirements	None
Form of examination	Written individual 1-week assignment (4-8 pages).
Assessment	Pass/fail
Examiners	Internal

<b>Subject module course 4c</b>	
Title	Social science analysis strategy
Type	Course
Subject type	Mandatory, subject to Article 3, Section 2
ECTS	5 ECTS points
Purpose (assessment criteria)	<p>The purpose of the project is for students to acquire:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of different social science analysis strategies.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Skills in developing an analytical strategy.</li> <li>Skills in reflecting on scientific assessment criteria, including quality of execution and the structure and transparency of the analysis.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>Competency to evaluate the consequences of the analytical choices.</li> </ul>
Overall contents	The course begins with an introduction to various social science analysis strategies. The aim is to illustrate and provide an insight into how to get from the problem issue, the choice of theory and empirical methods to establishing a rigorous, systematic and reflective analysis strategy. Next, there is a discussion of how empirical material is organized and systematized, with the option to specialize in various analytical strategy directions.
Teaching language	Danish or English.
Foreign language reading proficiency	The student is expected to be able to read scientific texts in English.
Study requirements	It is recommended that students have knowledge of quantitative and qualitative methods, as well as theoretical considerations and their relation to methodological choices.
Form of examination	Free written term assignment (6-8 pages) prepared in groups with an oral presentation at an analysis strategy seminar. For the oral presentation, the examination time is 15 minutes per student, including assessment.

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Assessment	Pass/fail
Examiners	Internal

### **Coming into force, transitional rules**

Article 6. These subject module specifications will come into force on 1 September 2013.

2. The subject module specifications will apply to all students having been admitted to a bachelor programme as of 1 September 2012 or later.

Adopted by the Study Board of Interdisciplinary Studies in Health Promotion and Health Strategies at its meeting on 20 October 2012.

Approved by the Study Board for the Bachelor Study Programme in Social Science following written consideration on 26 October 2012.

Approved by the Study Board for the Bachelor Study Programme in Natural Science following written consideration on 21 October 2012.

Approved by the Study Board for the Bachelor Study Programme in Humanities following written consideration on 5 October 2012.

Approved by the Study Board for the Bachelor Study Programme in Humanities-Technology following written consideration on 10 October 2012.

Approved by Pro-rector Hanne Leth Andersen on 14 December 2012.