

CBL/CBR Case Study Template for campusengage.ie

Community-based learning and research are academic approaches that seeks to engage and accredit students, within the curriculum, for working in partnership with civic and civil society organisations (CSOs) to act on local societal challenges.

Health and Wellbeing

Project Title: Campaigning for Health Equity (NS232)

Community Partner(s): A range of social and community issues, e.g.: men’s mental health, body image and social media, mobile phone use.
A range of community partners, e.g. local primary schools, mental health and counselling services.

Faculty: BSc in **Health and Society**
School of Nursing and Human Sciences
Faculty of Science and Health
Dublin City University

Community-based learning/research activity (Module Outline): In the Campaigning for Health Equity module, learners explore key issues to do with the conduct of campaigns for health equity. These include questions of justice, power, social movements, and advocacy as they relate to campaigning for health equity. As well as considering these questions, students, in groups, plan, conduct and evaluate a small-scale campaign for health equity.


Student learning outcomes: NS232 module learning outcomes:

1. Discuss key concepts that can usefully inform the conduct campaigns for health equity.
2. Analyse a range of factors that shape the course and outcomes of campaigns for health equity.
3. Identify specific health inequalities that are a suitable focus for health campaigning.
4. Plan and conduct a small-scale campaign for health equity.
5. Evaluate the extent to which health inequalities are addressed through campaigning.

Apart from subject specific knowledge, students on the module have an opportunity to develop the following skills and competencies:

- Effective communication and team work skills.
- Decision making and problem solving skills.
- Project/campaign management and leadership skills.
- Reflective learning and writing skills; analytical skills.

Community outcomes: The students each evaluate and reflect on the impact of their campaigns. The impacts were seen for DCU student communities and local community groups such as primary school children.

<p>Further Details & Assessment:</p>	<p>Continuous Assessment: 100%</p> <p>Students form groups and work on a group campaign to address a health equity related need or problem over 12 weeks. This work is assessed in the following ways:</p> <ul style="list-style-type: none"> • Poster showcase event (20%) <ul style="list-style-type: none"> ○ Preparation of a group poster and participation in a showcase event of campaigns for health equity. The poster outlines the key components of the campaign (goal, process, outcomes) or key stages (planning, enacting, evaluation) and is viewed and assessed by programme lecturers on the day. • Learning journal developed in the Reflect e-portfolio (80%) <ul style="list-style-type: none"> ○ Students build and submit a learning journal with three reflective entries, and associated artefacts (such as photos), one covering each stage of the campaign (planning – enacting – evaluating, 1,000 words each).
<p>Credit weighting:</p>	<p>5 credits</p>
<p>Academic Contact:</p>	<p>Professor Anne Matthews, anne.matthews@dcu.ie</p>
<p>High quality photo/logo from project:</p>	 <p>The top photograph shows four students standing behind a poster titled "How dependent are you on your phone?". The poster includes sections for "THE PROBLEM", "THE SOLUTION", and "THE MESSAGE". The students are dressed in casual attire, including a maroon hoodie, a blue hoodie, a purple jacket, and a blue hoodie.</p> <p>The bottom photograph shows a group of six students standing behind a poster titled "HEALTHY". The poster features a graphic of a house with a red roof and the word "HEALTHY" in large letters. The students are dressed in casual attire, including a grey sweater, a black top, a black jacket, a yellow top, a black jacket, and a maroon jacket.</p>

