

Case study 1: The University of Hull

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What was the issue that the initiative originally aimed to address?	The University of Hull was recognised as a trailblazing site by the national All Our Health team for implementing All Our Health in the Faculty of Health Sciences. This work enabled health and social care students to adopt important public health principles in their academic and practice work.
Describe the initiative, including key objectives.	<p>The All Our Health approach and framework was launched within the BSc Nursing (cross field) programmes embedded within the Promoting Health and Preventing Ill Health module. The introduction of the module was brought forward due to impact of coronavirus (COVID-19) on the clinical placements for students.</p> <p>Key objective:</p> <ul style="list-style-type: none"> • To deliver the All Our Health material to all BSc Nursing and Midwifery students across all fields • To meet professional, statutory and regulatory bodies' professional codes, and national drivers such as NHS Long Term Workforce Plan
What were the steps involved in rolling out the initiative?	<ol style="list-style-type: none"> 1. A project team was brought together by the project lead and Head of Department, (Adult Nursing). 2. The project team planned the implementation of All Our Health within a specific module (Promoting Health and Preventing Ill Health). 3. The project lead worked closely with the Promoting Health and Preventing Ill Health module lead to implement All Our Health. 4. Student champions were recruited to promote All Our Health on social media (Twitter) and via other student networks. 5. Support with social media was provided by WeNurses. 6. Broader roll-out across the Faculty of Health Sciences, involving all health and social care students, following the COVID-19 pandemic.

<p>Who were your key allies in supporting implementation?</p>	<ul style="list-style-type: none"> • Student champions - in particular students with strong links to programme team members, who were very open to trying Twitter and to promoting the material among their peers. • Supportive management team, in particular the Head of Department and Promoting Health and Preventing Ill Health module team, who all had backgrounds in public health. • All Our Health lead within the Office for Health Improvement and Disparities (OHID), Department for Health and Social Care, who also supported a poster competition.
<p>What has been the impact of the initiative? How has it been measured and evaluated?</p>	<ul style="list-style-type: none"> • Comments on social media and in the Module Evaluation Questionnaire evidenced positive student experiences of All Our Health content and learning: <ul style="list-style-type: none"> – Approximately 416 student nurses enrolled in Promoting Health and Preventing Ill Health module, which generated 49 student interactions within the @hullnursing twitter chat in February 2021. – 22 students out of the 179 who responded to the Module Evaluation Questionnaire specifically made reference to either Twitter use or All Our Health as being a positive aspect and/or the most enjoyable aspect of the module. – Students reported that they had changed their own health behaviours, such as quit smoking, and undertaken changes to their home environment to reduce air pollution.
<p>What key ingredients made this initiative successful?</p>	<ul style="list-style-type: none"> • Promoting Health and Preventing Ill Health module team, Head of Department and other project team members with a wealth of knowledge and experience in public health practice with a passion for the topic. • Strong team working, with excellent communication between team members and levels of trust. • Knowledge of existing e-Learning for Healthcare (eLfH) resources, and experience of using the eLfH platform. • Knowledge and skills using digital learning platforms and Twitter. • Strong links with OHID and a named contact person. • Confident and passionate student champions prepared to influence their peers. • Tenacity and strong level of commitment through the COVID-19 pandemic. • Strong links with the WeNurses team who were extremely supportive resourcing the e-learning and social learning aspect of the project.

In HEIs, you may wish to consider the use of academic and student champion roles to support engagement. See the University of Hull example below.

All Our Health Academic Engagement Champion role description

This is a voluntary role supported by Heads of Department/School, Academic Leads and Student Peer Engagement Champions from relevant Programmes within the [Add your own details here \(e.g. Faculty, School, Department\)](#). By taking this role you will enhance your existing skills and develop new ones, being in an outstanding position to add this role to your CV or CPD records. You will be contributing to a major culture shift within and across health and social care in helping the move towards improving public health, health promotion, and illness prevention.

Lead Contacts:

[Add your own local details here](#)

Summary of role

To

- support the [All Our Health strategy](#) by promoting health and wellbeing activities in relevant Programmes within [Add your own details here \(e.g. Faculty, School, Department\)](#) at the [University of XXXX](#), in the local area and via external professional networks;
- encourage colleagues to access relevant All Our Health resources and embed these in teaching and student activities;
- collate activity data, sharing best practice and stories of success.

What will the role involve?

The purpose of the Academic Engagement Champion role is to help promote awareness and implementation of All Our Health resources within relevant Programmes within [Add your own details here \(e.g. Faculty, School, Department\)](#), through review of teaching materials and identification of opportunities to embed All Our Health resources. Champions will work with colleagues and Student Peer Engagement Champions to disseminate public health messages, raising the profile of public health priorities and strategies within the future workforce and the organisation and networks in which they are involved. Academic Engagement Champions will know their subject work areas and colleagues so are well-placed to know what will work and can select resources that fit needs.

Examples of activities include

- promoting health and wellbeing campaigns through poster displays, emailing colleagues, giving out leaflets, updating colleagues at meetings (e.g. *World Mental Health Day, National No Smoking Day*)
- signposting colleagues and students to All Our Health resources.
- encouraging colleagues to access and utilise All Our Health resources when planning teaching and student activities.
- championing and promoting relevant public health campaigns and events at the [Add your own details here](#) and in the local area
- providing information to colleagues and students about All Our Health and public health priorities and strategies
- role modelling and promoting a healthy culture within the workplace
- providing activity information to the All Our Health leads when requested

Requirements for the role

- enthusiasm for, and interest in, public health
- skills and knowledge in disseminating public health messages via a range of communication methods
- skills and knowledge to act as a leader at a strategic level

Case study 2: The University of Nottingham

Name of author(s) of example:	Dr Katharine Whittingham
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Professional title & place of work:	Associate Professor University of Nottingham

What was the issue that the initiative originally aimed to address?	The University of Nottingham was approached by the Office for Health Improvement and Disparities' (OHID) All Our Health team to direct the WeLearn #AllOurHealth as a trailblazing beacon site. This involved liaison with the national team to disseminate topics on contemporary public health issues and to promote engagement across the University's School of Health Sciences using the social media platform Twitter.
Describe the initiative, including key objectives.	Changes were made to the nursing curriculum in 2020 as a result of the coronavirus (COVID-19) pandemic. An opportunity arose to use WeLearn #AllOurHealth resources to create content for a module for undergraduate nurses. Key objective: <ul style="list-style-type: none"> To provide an online optional 20-credit course for undergraduate nursing students.
What were the steps involved in rolling out the initiative?	<ol style="list-style-type: none"> 1. Negotiation with the Deputy Chief Nurse for access to the All Our Health e-learning resources and permission to use the resources for a bespoke module. 2. Liaison with the university's School Health eLearning and Media team to create the module virtual learning environment (VLE) page and coordinate the 20-credit module assessment. 3. Provision of the links to be uploaded to the module VLE page by the All Our Health team. 4. Receipt of a certificate for students completing the module from the All Our Health team, alongside the 20 academic credits.
Who were your key allies in supporting implementation?	<ul style="list-style-type: none"> The All Our Health team and the Chief Public Health Nurse Office at the Office for Health Improvement and Disparities. School Health eLearning and Media team.

<p>What has been the impact of the initiative? How has it been measured and evaluated?</p>	<p>In 2020, the module satisfaction score was 84.8% indicating a positive teaching experience for the 14 students who registered and completed the course. The score was similar in 2021, at 82.1% from 6 students. Both evaluation scores are above the University average of 79.9%.</p> <p><i>"I really enjoyed this module!" (Student)</i></p>
<p>What key ingredients made this initiative successful?</p>	<ul style="list-style-type: none">• The knowledge and understanding of experts in the field of health promotion and public health, who championed All Our Health.• The enthusiasm and commitment of university colleagues to the All Our Health ethos.• The support of OHID's All Our Health team.

Case study 3: The University of Plymouth

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<p>What was the issue that the initiative originally aimed to address?</p> <p>Why was All Our Health embedded?</p>	<p>All Our Health was embedded into a mandatory public health module on the curriculum of the University of Plymouth's BSc Nursing (adult/child/mental health fields) course to support students' learning and to improve their knowledge on core contemporary public health topics. Utilising All Our Health was a quick solution which extended the module content with online resources from a credible source.</p>
<p>Describe the initiative, including key objectives.</p>	<p>All Our Health was embedded within the 'Promoting Health and Preventing Ill Health' module, which is the core area in the curriculum for health promotion and public health content.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> • To pivot to online learning due to the coronavirus (COVID-19) pandemic • To supplement the existing module content with All Our Health content to enable students access to a greater range of topics than would have been possible with the module alone facilitating one of the module assignments • To create resources to link into a pilot web-based student toolkit to support them in community placement and promote health promotion practice
<p>What were the steps involved in rolling out the initiative?</p>	<ol style="list-style-type: none"> 1. Re-writing module specifications and updating the curriculum in line with the current NMC standards. 2. Identifying relevant All Our Health resources and how these could support knowledge and skill development and supplement core content within the module. 3. Verifying the practicability of embedding All Our Health using the university's virtual learning environment. 4. Piloting the #AllOurHealth Twitter course.
<p>Who were your key allies in supporting implementation?</p>	<ul style="list-style-type: none"> • The Head of School and the Programme Lead supported the adaptation of the module in order to utilise All Our Health resources.

	<ul style="list-style-type: none"> • The module team supported the uptake of the linked All Our Health resources, including the Twitter chats every week, led by <u>WeNurses</u>, to engage the students. • The WeNurses lead who had an existing relationship with the School of Nursing and Midwifery. • Students themselves who were well practised in using Twitter as a learning platform.
<p>What has been the impact of the initiative? How has it been measured and evaluated?</p>	<p>All Our Health provided an accessible learning platform that could be utilised immediately. The success of the resource meant it was also added in addition to the selection of recommended eLearning to simulated practice hours.</p> <p>The module feedback was overwhelmingly positive and the quality of the supporting materials were highly rated. The module was taken by 431 students of whom 50 took part in the Twitter chats.</p> <p>Students described the benefits of All Our Health for themselves and their patients and posted their feedback on Twitter:</p> <ul style="list-style-type: none"> • “Prevention is so important as it links to so many topics. It’s much easier to see how everything links together now I’ve done this course #AllOurHealth” • “Thank you for taking the time to facilitate this for us it’s been a really great way to connect” • “It made me more confident in signposting patients to relevant resources and also found many resources for professionals. Really useful #allourhealth” • “I’ve already made a start with the #couchto5k.... If I’m going to promote things, I need to be doing them!!! #AllOurHealth”
<p>What key ingredients made this initiative successful?</p>	<ul style="list-style-type: none"> • The enthusiasm from all members of the academic programme team. • Recognition that All Our Health is a well-designed resource and learning platform. • Explicit links between All Our Health content and the module content and learning outcomes. • Students with core skills in digital learning. • Students being open to using new learning platforms.

Additional info	All Our Health topics covered were mental health, air pollution, cardiovascular disease prevention and smoking.
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