

# RSPH L2 Award in Encouraging Vaccination Uptake

# Learner Assessment Workbook



**How to use this Learner Workbook**

RSPH has developed this Learner Workbook to enable learners to provide evidence that the assessment criteria for the RSPH Level 2 Award in Encouraging Vaccination Uptake have been met. Centres must ensure that the learner signs the declaration on the next page to confirm that they have read and understood the RSPH plagiarism statement.

The workbook should be signed where indicated by the Internal Assessor and Internal Verifier to confirm that the learner has met the assessment criteria and learning outcomes within this workbook. Further guidance for tutors and assessors can be obtained from the tutor guide version of this workbook.

The Learner Workbook is editable meaning that text can be inputted and saved.

Centres should refer to the RSPH External Verification Procedure before submitting assessed learner work for external verification.

The RSPH plagiarism statement, tutor guides for the workbook and External Verification Procedures can be obtained from the Centre Area of the RSPH web-site.

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| **Learner Name Learner Registration No.**Learner Declaration: *I confirm that I have read and understood the RSPH Plagiarism statement\* and that all of the accompanying work is my own.***Learner Signature Date** |
| **Internal Assessor Comments**Please use this space to comment on whether the submitted workbook has met the assessment criteria**Internal Assessor Signature Date** |

\**Tutors are able to access the RSPH plagiarism statement from the RSPH Centre Area, should a candidate wish to view it*

# RSPH Level 2 Award in Encouraging Vaccination Uptake

Successfully completing this qualification will support you to:

1. **Understand the importance of vaccines and the key features of vaccination programmes,** *by being able to meet the following assessment criteria:*
	1. Describe how vaccination programmes provide protection to individuals and the wider community
	2. State the key features of vaccination programmes in the UK
	3. State how population health needs related to vaccinations within a specific community can be identified
2. **Understand sources of vaccine concern and vaccine hesitancy with regards to a named vaccination programme,** *by being able to meet the following assessment criteria:*
	1. Outline **THREE** individual factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme
	2. Outline **THREE** societal factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme
	3. Identify **THREE** sources of reliable information with regards to a named vaccination programme
3. **Understand what can impact on behaviour change and how to explore these factors with an individual,** *by being able to meet the following assessment criteria:*
	1. Outline **TWO** models of behaviour change
	2. Explain how the processes of motivational interviewing can support an individual to change their behaviour
	3. Identify ways in which models of behaviour change can be used to support health behaviour change conversations
	4. Describe the impact of Reflective and Automatic Motivation
	5. Identify barriers which can prevent behaviour change
4. **Understand how to apply models of behaviour change in a brief intervention or conversation with an individual around vaccination programmes,** *by being able to meet the following assessment criteria:*
	1. State how the main influences on an individual’s choices, behaviours and decision making around vaccinations could be explored
	2. Explain how individuals can be supported to explore their readiness to make changes to their choices, behaviours and decision making around vaccinations
	3. Outline ways in which the motivation of individuals to change their choices, behaviour and decision-making around vaccinations could be enhanced
	4. Identify the barriers and facilitators of individuals to taking action around vaccinations and how they might be overcome

**Learning Outcome 1: Understand the importance of vaccines and the key features of vaccination programmes**

*1.1 Describe how vaccination programmes provide protection to individuals and the wider community*

*1.2 State the key features of vaccination programmes in the UK*

*1.3 State how population health needs related to vaccinations within a specific community can be identified*

**Task 1**

Using the table provided below, outline the ways in which vaccination programmes protect the health and wellbeing of both individuals and the wider community.

**The individual**

**The wider community**

Define the key terms ‘prevalence’ and ‘incidence’, in relation to the transmission of disease and the role of vaccination programmes.

**Incidence**

**Prevalence**

**Task 2**

Use the table below to record key information points around vaccination programmes delivered in the UK.

|  |  |
| --- | --- |
| **At which stages of the life course do vaccination programmes take place?** |  |
| **Who is responsible for the delivery of vaccination programmes in the UK?** |  |
| **Who is responsible for deciding whether an individual receives a vaccine or not?** |  |
| **In which circumstances might an individual require a vaccine that is in addition to the standard UK vaccination schedule?** |  |

**Task 3**

Use the boxes below to outline ways in which you could identify population health needs related to vaccinations in your local area.

How might the demographic make-up of your community impact upon the need and demand for specific vaccinations in your area?

Where might you find reliable information around the demographic make-up of your community?

Where might you find reliable and up-to-date data on vaccination uptake and coverage in your local area?

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| **Assessment Decision and Feedback** |
| **Internal Assessor** |
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| Assessment Criterion 1.1 | Met | Not met |
| Assessment Criterion 1.2 | Met | Not met |
| Assessment Criterion 1.3  | Met | Not met |
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| Comments / feedback |
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| Learning Outcome Achieved | YES | NO |
|  |
| Name | Signature | Date |

**Learning Outcome 2: Understand sources of vaccine concern and vaccine hesitancy with regards to a named vaccination programme**

*2.1 Outline THREE individual factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme*

*2.2 Outline THREE societal factors that can lead to individuals experiencing concerns or hesitancy with regards to a named vaccination programme*

*2.3 Identify THREE sources of reliable information with regards to a named vaccination programme*

**Task 4**

Read the two case studies below then use the table to list **THREE** individual factors and **THREE** societal factors that are causing either individual to experience vaccine concerns and/or vaccine hesitancy.

**Individual 1 - Louisa**

Louisa is 30 and has seen some of her friends she follows on social media posting really frightening claims about vaccination programmes. She had been excited about being called for her COVID-19 vaccination and getting back to normality but her friends have told her that she would be silly to risk having the vaccine, especially as she is so young and won’t get seriously ill as a result of COVID-19.

The last thing that Louisa saw on the news was a report a couple of weeks ago, talking about the delivery one of the vaccines being paused in Europe. She has been really busy at work and hasn’t followed the news about this since.

**Individual 2 - Sayida**

Sayida is 25 and moved to the UK in 2020. Her daughter Saira was born a few weeks ago and Sayida and her partner have received a letter from the NHS inviting Saira to visit her GP to have her first set of vaccinations.

Sayida had a difficult experience during her pregnancy and found the process of attending appointments and scans to be very stressful. She sometimes did not fully understand what was going on and she felt uncomfortable and embarrassed to ask her doctor to re-explain things to her. She is concerned that the same thing will happen when she visits the GP with Saira.

Sayida has also heard family members say that vaccines contain substances that are not compatible with her Islamic faith. She suspects that this isn’t true, but this is all so new and confusing for her.

**Individual Factors/Influences**

|  |  |
| --- | --- |
| **Name of Individual** | **Factors/Influences** |
| Louisa  | 1.  |
| 2.  |
| 3. |
| Sayida  | 1.  |
| 2.  |
| 3. |

**Societal Factors/Influences**

|  |  |
| --- | --- |
| **Name of Individual** | **Factors/Influences** |
| Louisa  | 1.  |
| 2.  |
| 3. |
| Sayida  | 1.  |
| 2.  |
| 3. |

**Task 5**

Use the table below to write down **THREE** sources of reliable information that you could use to signpost Louisa or Sayida to further support or guidance.

|  |  |
| --- | --- |
| 1. |  |
| 2.  |  |
| 3. |  |

|  |
| --- |
| **Assessment Decision and Feedback** |
| **Internal Assessor** |
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| Assessment Criterion 2.1 | Met | Not met |
| Assessment Criterion 2.2 | Met | Not met |
| Assessment Criterion 2.3  | Met | Not met |
|  |
| Comments / feedback |
|  |
| Learning Outcome Achieved | YES | NO |
|  |
| Name | Signature | Date |

**Learning Outcome 3: Understand what can impact on behaviour change and how to explore these factors with an individual**

*3.1 Outline TWO models of behaviour change*

*3.2 Explain how motivational techniques can support an individual to change their behaviour*

*3.3 Identify ways in which models of behaviour change can be used to support health behaviour change conversations*

*3.4 Describe the impact of Reflective and Automatic Motivation*

*3.5 Identify barriers which can prevent behaviour change*

**Task 6**

Use the tables below to state **TWO** models of behaviour change, along with a description of their key features and assumptions and an example of how they might be applied in conversations around health and wellbeing.

**Model 1**

|  |  |
| --- | --- |
| **Name of model** |  |
| **Key features** |  |
| **How it might be applied in a conversation around health and wellbeing** |  |

**Model 2**

|  |  |
| --- | --- |
| **Name of model** |  |
| **Key features**  |  |
| **How it might be applied in a conversation around health and wellbeing** |  |

**Task 7**

Use the text boxes below to define **both** Reflective and Automatic Motivation.

Consider an individual who is eligible to receive a vaccination.

How might the two forms of motivation affect the likelihood that that they will uptake that vaccination?

|  |  |
| --- | --- |
| **Reflective Motivation** |  |
| **Automatic Motivation** |  |

**Task 8**

The table below lists a number of key terms associated with motivational techniques. For each term, provide a short definition and an example of why it is a useful technique to employ in a conversation around health and wellbeing. The first term has been completed for you as an example.

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Why it is important** |
| *Partnership* | *Working with the individual to set goals for their health and wellbeing* | *An individual is more likely to stay focused on a goal if they have felt empowered in setting it* |
| **Acceptance** |  |  |
| **Absolute Worth** |  |  |
| **Affirmation** |  |  |
| **Autonomy** |  |  |
| **Accurate Empathy** |  |  |
| **Evocation** |  |  |
| **Compassion** |  |  |

**Task 9**

Read the case studies below. Use the space below each case study to record the barriers to change that the individual in question is experiencing.

**Case Study 1**

Josh is 22 and regularly visits his grandma at the care home in which she lives. He knows that older people are at a higher risk from flu, so he recently asked at his GP surgery as to whether he would be eligible for a flu vaccination. He was told that he was not, but his GP suggested that he could book a private jab at a high street pharmacy and that they usually cost around £15. Josh has recently moved out of his parent’s home and is trying to keep costs to a minimum until he can get some overtime at work.

**Case Study 2**

Janet is 71 and both volunteers from Monday to Friday at her local food bank and cares for her elderly parents. She is has been getting letters from her GP inviting her to book for her shingles vaccination. By the time she finishes at the food bank and gets back from making her parents’ dinner, her GP surgery is closed. It is very busy at the food bank at the moment and she doesn’t want to let people down.

**Case Study 3**

Leo is 2 and his parents, Lucy and Owen, have had a letter from their local GP surgery, inviting them to book an appointment for Leo to have his child flu vaccine. Lucy and Owen hated taking Leo for his other vaccinations, as he was very scared of the needle. They are also unsure as to just how important it is for Leo to have a flu vaccine at this age, as they associate it as only being important for someone who is closer to their parents’ age.

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| **Assessment Decision and Feedback** |
| **Internal Assessor** |
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| Assessment Criterion 3.1 | Met | Not met |
| Assessment Criterion 3.2 | Met | Not met |
| Assessment Criterion 3.3  | Met | Not met |
| Assessment Criterion 3.4 | Met | Not met |
| Assessment Criterion 3.5 | Met | Not met |
|  |
| Comments / feedback |
|  |
| Learning Outcome Achieved | YES | NO |
|  |
| Name | Signature | Date |

**Learning Outcome 4: Understand how to apply models of behaviour change in a brief intervention or conversation with an individual around vaccination programmes**

*4.1 State how the main influences on an individual’s choices, behaviours and decision making around vaccinations could be explored*

*4.2 Explain how individuals can be supported to explore their readiness to make changes to their choices, behaviours and decision making around vaccinations*

*4.3 Outline ways in which the motivation of individuals to change their choices, behaviour and decision-making around vaccinations could be enhanced*

*4.4 Identify the barriers and facilitators of individuals to taking action around vaccinations and how they might overcome*

**Task 10**

Using **TWO** of the case studies provided on page 21, work with another member of the group to role-play how you might hold a brief person-centred conversation with the individual in question.

If you have a relevant example of a real-life conversation you have held with an individual around vaccination uptake, you may use this to complete this exercise. If you choose this option, you should ensure that the individual is anonymised

After you have completed the role-play exercise, use the table below to record the ways in which you were able to use key aspects of a behaviour change model and motivational techniques to support your conversation.

**Case Study 1**

**Name of Individual: ……………………………………..**

|  |  |
| --- | --- |
| **Action** | **How did you do this in your conversation?** |
| Exploring the main influences on an individual’s choices, behaviours and decision making around vaccinations |  |
| Supporting the individual toexplore their readiness to make changes to their choices, behaviours and decision making around vaccinations |  |
| Enhancing the motivation of individuals to change their choices, behaviour and decision-making around vaccinations |  |
| Identifying things that might get in the way and how they might be overcome, and things that might help an individuals take action around vaccinations  |  |

**Case Study 2**

**Name of Individual: ……………………………………..**

|  |  |
| --- | --- |
| **Action** | **How did you do this in your conversation?** |
| Exploring the main influences on an individual’s choices, behaviours and decision making around vaccinations |  |
| Supporting the individual toexplore their readiness to make changes to their choices, behaviours and decision making around vaccinations |  |
| Enhancing the motivation of individuals to change their choices, behaviour and decision-making around vaccinations |  |
| Identifying the barriers and facilitators of individuals to taking action around vaccinations and how they might overcome |  |

**Case Study 1**

Sophie is 24 and is looking to start a family with her long-term boyfriend in the coming months, after they have spent some time travelling together.

She had booked an appointment at her GP surgery for a number of top-up vaccinations, but has recently seen a number of social media posts suggesting that vaccines can be harmful to fertility. Sophie was conceived via IVF and whilst she has no reason to be concerned about her own ability to conceive, she is worried that her genetics might already be a risk to her chances of getting pregnant.

Sophie has cancelled her appointment with her GP. She feels confused and overwhelmed by the situation and doesn’t trust herself to make the right decision, so is trying her best not to think about the situation.

**Case Study 2**

Harry is 82 and has been invited for his usual flu vaccination. He believes in the importance of vaccines generally, but he doesn’t really see the point in the flu jab, as he’s never considered flu to be any worse than a bad cold. He’s had it before and lived to tell the tale, it’s not like you suddenly get a new type of flu coming from nowhere. He has heard of people dying from flu, but they must be much older and more frail than he is – he feels as fit as a fiddle.

His daughter and grandchildren managed to convince him to have his jab a couple of years ago by saying that they were worried about him, but the jab only gave him a headache. They changed the bus route in his village a couple of years ago and the bus stop is too far for him to walk to, so he needs to pay £20 each way for a taxi, which is something that he can’t really afford anyway.

**Case Study 3**

Ismail is 29 and arrived in the UK a couple of months ago. He has since been living in a hostel for asylum seekers. A Health Visitor came to the hostel recently to encourage the individuals living there to get their COVID-19 vaccination when they are called to do so by the NHS.

Ismail has never previously received a vaccination. In the country of his birth, vaccinations are not provided free-of-charge and his family were therefore unable to access them. The Health Visitor explained how vaccines were adminstered and whilst Ismail was unable to understand much of the conversation, the process looked painful.

He has been given the address for a community centre half a mile away or so from the hostel he is living in, where vaccinations have been taking place. He has also been given a leaflet about vaccinations by a member of staff, who’d had the leaflet posted to their home.

**Case Study 4**

Sabrina is 18 and is about to go to university. She never had the MMR vaccine as a child, as her parents were unsure as to whether it was safe. Having the vaccine is something that she had been thinking about since she covered it in a PSHE lesson in sixth form, but exams and her social life meant that she had just never really gotten around to doing anything about it.

It's been a couple of years since that lesson now and she now isn’t sure just how important it is that she does get the vaccine. Her parents are already worried enough about the idea of her going to live away at university and she doesn’t know if they have changed their mind about vaccinations, She doesn’t want to upset them and to leave on a bad note.

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| **Assessment Decision and Feedback** |
| **Internal Assessor** |
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| Assessment Criterion 4.1 | Met | Not met |
| Assessment Criterion 4.2 | Met | Not met |
| Assessment Criterion 4.3 | Met | Not met |
| Assessment Criterion 4.4 | Met | Not met |
| Assessment Criterion 4.5 | Met | Not met |
|  |
| Comments / feedback |
|  |
| Learning Outcome Achieved | YES | NO |
|  |
| Name | Signature | Date |

**Internal Verifier declaration**

**Internal Verifier**

I have internally verified this assessment workbook and agree with the assessment decisions.

**Signed: Name: Date:**