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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS |
| **Module title** | **Global Public Health** |
| **Module code** | **MDM161** |
| **Credit value** | 20 credits |
| **Level**Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | Level 5 |  | Level 6 |  | Level 7 | X | Level 8 |  |
| Level 0 (for modules at foundation level) |  |  |
| ***Entry criteria for registration on this module*** |
| **Pre-requisites**Specify in terms of module codes or equivalent | Students must be registered on a higher degree programme (M level or higher) or be employed in an area where knowledge of global health is a requirement for achieving their day-to-day activities/research. Normal entry requirement for the Graduate Programme will apply |
| **Co-requisite modules**Specify in terms of module codes or equivalent |  |
| ***Module delivery*** |
| **Mode of delivery** | Taught | X | Distance |  | Placement |  | Online |  |
|  | Other |  |
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| **Pattern of delivery** | Weekly |  | Block | X | Other |  |
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| **When module is delivered** | Semester 1 |  | Semester 2 | X | Throughout year |  |
| Other |  |
| **Brief description of module content and/ or aims**Overview (max 80 words) | The Global Public Health module takes a global perspective on social, economic and environmental determinants of health and disease. Students will develop multidisciplinary evidence-based approach for promoting the health and social wellbeing in populations around the world.  |
| **Module team/ author/ coordinator(s)** | Dr Priya Paudyal (Module Leader)Prof Helen SmithDr Max CooperDr Anjum MemonDr Tom ScanlonProf Gail Davey  |
| **School** | Division of Medical Education, BSMS |
| **Site/ campus where delivered** | Falmer  |
| ***Course(s) for which module is appropriate and status on that course*** |
| **Course** | **Status (mandatory/ compulsory/ optional)** |
| MSc Public Health | Optional |
| MA Health Promotion |  |

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| MODULE AIMS, ASSESSMENT AND SUPPORT |
| **Aims** |  The aim of the module is to:* provide systematic understanding of the factors influencing population health at the national, regional and global levels
* foster critical thinking and develop ability to contribute to future global public health research, policy and practice
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| **Learning outcomes** | On successful completion of the module, the students will be able to: ILO1. systematically understand the complex relationship between the social, behavioural, economic, environmental and geographical factors in determining health and disease outcome outcomesILO2. demonstrate a critical understanding of the health risks and opportunities associated with globalisationILO3. systematically understand the epidemiology of communicable and chronic diseases, and discuss the strategies for global governance ILO4. critically evaluate health service financing arrangements in exemplar countries (i.e. from developing, middle income and Western countries)ILO5. discuss the impact of migration and climate change on healthILO6. demonstrate a comprehensive understanding of the UN Sustainable Development Goals and describe the role of international agencies (eg. WHO, the World Bank, UNICEF etc) in addressing global public health issues  |
| **Content** | * Fundamental concepts in global public health
* Overview of global burden of disease (communicable, and chronic diseases)
* Global health inequalities
* The role of government legislation and politics in shaping global health
* Health financing in developing countries
* Ethnicity, migration and health and well-being
* Impact of climate change on health and well-being
* Sustainable development goals and the future of global health
* Role of international agencies in addressing health issues
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| **Learning support** | A list of core / recommended reading is available on the virtual learning environment Student Central**Books****Core texts**Parker R & Sommer M (2012). Routledge Handbook of Global Public Health.  New York: RoutledgeMarkle W, Fisher M, Smego R. Understanding Global Health. Columbus: McGraw-Hill Professional; 2007.Beaglehole R. ed. (2003) Global public health: a new era. Oxford; Oxford UP.**Recommended Texts** * Crisp N. Turning the world upside down: The search for global health in the 21st Century. London: Royal Society of Medicine Press Ltd; 2010

Gunn S, Mansourian P, Davies A, Piel A, Sayers B, eds. Understanding the Global Dimensions of Health. New York: Springer; 2005.Held D, Kaya A (2006) Global inequalities: Patterns and explanations Oxford: Polity PressKawachi I, Wamala S, eds. Globalization and Health. New York: Oxford University Press; 2006Lee K. Globalization and Health: An Introduction. Basingstoke: Palgrave Macmillan; 2003.* Lindstrand A et al. (2006) Global health: an introductory text book. Lund: Studentlitteratur.

Marmot M. The health gap. The challenges of an unequal world Bloomsbury Publishing; 2015 Sep 10.* Skolnik R. (2008) Essentials of global health. Massachusetts: Jones & Bartlett Publishers Inc.
* **2.Journals**

Global Public Health<http://www.tandfonline.com/toc/rgph20/current>International Health [http://www.internationalhealthjournal.com/](https://staffmail.brighton.ac.uk/exchweb/bin/redir.asp?URL=http://www.internationalhealthjournal.com/)Tropical Medicine and International Health<http://www.wiley.com/bw/journal.asp?ref=1360-2276> Journal of Tropical Medicine<http://www.hindawi.com/journals/jtm/> The Lancet Global Health<http://www.thelancetglobalhealthnetwork.com/archives/639>The Lancet Infectious Diseases<http://www.thelancet.com/journals/laninf/issue/current> **3. Websites****United Nations Millennium Development Goals** <http://www.un.org/millenniumgoals/>Global Health Council[http://globalhealth.org/](http://www.globalhealth.org/)Global Health Governance [http://www.ghgj.org/](http://blogs.shu.edu/ghg/)World Health Organisation<http://www.who.int/en/>Uniteed Nations Population funds<http://www.unfpa.org/public/>The George Institue for Global Health <http://www.georgeinstitute.org/global-health-landscape>The World Bank <http://www.worldbank.org/> |
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| ***Teaching and learning activities*** |
| **Details of teaching and learning activities** | Teaching methods will encompass* Lectures
* Group discussion
* Workshops
* Student presentations
* Audio-visual and e-learning
* Student debate
* Small group investigative tasks
* Individual tutorials
* Self-directed learning
* Problem solving exercises

Staff will provide direction within the lectures and seminars with much learner autonomy evident in the group work and student presentations. Learning will be supported further by the use of prepared notes and all usual visual and IT aids. Students will be expected to support their learning by the use and critical appraisal of primary sources of information such as refereed research articles, important sources being made available on Student Central. |
| **Allocation of study hours (indicative)**Where 10 credits = 100 learning hours | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshop/studios, fieldwork, and external visits | **35** |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/practice, follow-up work, the completion of assessment tasks, and revisions. | **165** |
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| **PLACEMENT** | The placement is a specific type of learning away from the university. It includes work-based learning and study that occurs overseas.  | VA |
| **TOTAL STUDY HOURS** | **200** |
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| ***Assessment tasks*** |
| **Details of assessment on this module** | **Essay**Students will select a topic of global public health importance, conduct a comprehensive literature search, and prepare a 2000 word essay on the topic. **PechaKucha 20x20 Presentation**PechaKucha 20x20 is a simple presentation format where student will show 20 images, each for 20 seconds. The student will agree a topic with the module leader. |
| **Types of assessment task[[1]](#footnote-1)**Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.  | **% weighting**(or indicate if component is pass/fail) |
| **WRITTEN**  |  |  |
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| **COURSEWORK** | A 2000 word Essay | 70% |
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| **PRACTICAL** | PechaKucha 20x20 Presentation | 30% |
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| EXAMINATION INFORMATION |
| **Area examination board**  | DME – Area Examination Board |
| Refer to University for guidance in completing the following sections |
| ***External examiners*** |
| **Name** | **Position and institution** | **Date appointed** | **Date tenure ends** |
| Dr Vicki Taylor | Senior Lecture, Faculty of Health and Social Science, London South Bank University | April 2016 | Feb 2018 |

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| QUALITY ASSURANCE |
| **Date of first approval**Only complete where this is not the first version |  |
| **Date of last revision**Only complete where this is not the first version | May 2016 |
| **Date of approval for this version** | June 2016 |
| **Version number** | 1 |
| **Modules replaced**Specify codes of modules for which this is a replacement |  |
| **Available as free-standing module?** | Yes | X | No |  |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)