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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | **Health Protection** | | | | | | | | | | | | | | | | | | | |
| **Module code** | **MDM33** | | | | | | | | | | | | | | | | | | | |
| **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 health protection 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 module will cover the basic principles of infection control and environmental hazards in the UK. There will be an emphasis on prevention and enable practitioners to understand and explore their role and contribution within infection control and/or control of environmental hazards. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Louise Sigrid, University of Oxford (Module Lead)  Rachel Cloke, Public Health England  Dr Priya Paudyal, BSMS  Prof Jackie Cassel | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | |
| MSc Leadership & Commissioning | | | | | | | | | | Optional | | | | | | | | | | |
| MA International Health Promotion | | | | | | | | | | Optional | | | | | | | | | | |

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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | The aim of the module is to:   * enable students to develop a comprehensive understanding of the principles of the control of infectious diseases and environmental hazards * contribute to the consistent, efficient and effective approach to deliver health protection services in their workplace or professional capacity | |
| **Learning outcomes** | By the end of the module the students should:  ILO1 have a systematic understanding of infection control, the roles of individuals and agencies, and the implications to local settings for organisations in the UK  ILO2 be able to critically describe the principles of infection control, surveillance and outbreak investigations  ILO 3 have a comprehensive understanding of organisational responses to chemical incidents and environmental hazards  ILO 4 be able to critically assess prevention strategies for communicable diseases  ILO5 be able to use current research, theories and concepts in providing the advice for control of communicable and infectious disease and environmental hazards | |
| **Content** | * **Introduction to Principles of Infection Control** * Infection * Environment * Host * Organisational systems in the UK – setting the scene * **Surveillance**: * Principles, * Priorities * Methodologies * Information sources: routine and ad hoc * **Significant infectious diseases** * Significant infectious diseases and principles of control * Blood borne viruses * Respiratory disease * Sexually transmitted infections * Gastro-intestinal infections * Meningitis * Hospital acquired infection * Emerging threats * Bio-terrorism * **Principles of infection control** * Laboratory diagnosis of infectious diseases * Investigating outbreaks and sporadic cases * **Environmental hazards/Chemical incidents** * Radiation protection * Chemical incidents * Air quality * Water * Land/ IPPC * **Prevention of communicable diseases** * Immunisation * Routine * Special Programmes * Efficacy * Promotion of sexual health * Principles of food hygiene * **Settings** * Schools and nurseries * Hospitals * Communities * Nursing and residential homes * Workplace | |
| **Learning support** | A list of core / recommended reading is available on the virtual learning environment Student Central  **Books**  Baker D, 2012a. Essentials of toxicology for health protection: a handbook for field professionals, Oxford: Oxford University Press  Baker D, 2012b. Essentials of toxicology for health protection: a handbook for field professionals, Oxford: Oxford University Press.  Baker D, 2012c. Essentials of toxicology for health protection: a handbook for field professionals, Oxford: Oxford University Press.  Beaglehole R, Bonita R, 2009. Global public health: a new era, Oxford: Oxford University Press.  Guest C, 2013. Oxford handbook of public health practice, Oxford: Oxford University Press.  Hawker J, 2012a. Communicable disease control and health protection handbook, Chichester: Wiley-Blackwell.  Hawker J, 2012b. Communicable disease control and health protection handbook, Chichester, West Sussex, UK: Wiley-Blackwell.  Hennekens CH, Buring JE, Mayrent SL, 1987. Epidemiology in medicine, Boston: Little, Brown.  Heymann DL and American Public Health Association, 2008. Control of communicable diseases manual, Washington, D.C.: American Public Health Association.  Kreis, IA. et al. eds., 2013. Essentials of environmental epidemiology for health protection: a handbook for field professionals, Oxford: Oxford University Press.  Rothman KJ, Greenland S, and Lash, TL. Modern epidemiology,  Török E , Moran E, and Cooke, 2009. Oxford handbook of infectious diseases and microbiology, Oxford: Oxford University Press.  Wilson J, 2006. Infection control in clinical practice, Edinburgh: Baillière Tindall.  **Websites**  Communicable Disease Control. Available at: <http://www.cdc.gov/>.  Department of Health: Immunisation against Infectious Disease (The green Book online). Available at: <https://www.gov.uk/government/collections/immunisation-against-infectious-disease-the-green-book>.  Health Protection Agency. Available at: <http://www.hpa.org.uk/>.  Health Protection E-Learning Tutorials  <http://health-protection-update.phe.org.uk/>  NHS Evidence - National Library for Public Health. Available at: <https://www.evidence.nhs.uk/>.  National Institute for Clinical Excellence. Available at: <http://publications.nice.org.uk/nice-guidance-and-public-health-outcomes-lgb5/domain-3-health-protection>.  The Chartered Institute of Environmental Health: Health Protection Regulations Toolkit. Available at: <http://www.cieh.org/policy/health-protection-regulations-toolkit.html>.  World Health organisation. Available at: <http://www.who.int/en/>. | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | Small Group Discussions and Workshops; Case Studies and Scenarios; Videos; Discussion and Debate; Problem Solving Exercises, self-directed learning, blended learning  Students will use independent learning and practice-based experience to contribute to the learning process.  Teaching methods will encompass lectures, whole group discussion, videos, student debate, small group investigative tasks, and individual tutorials.  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** |  | **35** |
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| **GUIDED INDEPENDENT STUDY** |  | **165** |
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| **PLACEMENT** | N/A |  |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment on this module** | **2000 word essay**  Summative Students are required to submit a 2 000 word assignment  ‘Discuss the prevention and control of one agent (infectious or non-infectious environmental hazard/ NIEH) of public health importance in the UK. Give examples of difficulties in the control of the agent and how these have been addressed by changed guidance or practices, taking account as appropriate of any current relevant national policies.’  Note: We would expect you to cover the following in your answer: health effects and impact of the agent, its epidemiology, surveillance systems, guidelines/resilience plans. Your answer must be appropriately referenced.’  **Oral Presentation**  Students will give 7 minutes oral presentation followed by 5 minutes for questions/discussions. The presentation will be marked by two assessors.  Both components must normally be passed; compensation from one component to the other is not normally allowed. | |
| **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** | Written assignment | 70% |
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| **PRACTICAL** | Oral 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 | Feb 2014 | 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** | Dec 2015 | | | | |
| **Version number** | 6 | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement | NA | | | | |
| **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)