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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | **Principles and Practice of Public Health** | | | | | | | | | | | | | | | | | | | |
| **Module code** | **MDM50** | | | | | | | | | | | | | | | | | | | |
| **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 public 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 | | | | X | Semester 2 | | | | | | |  | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | This module provides an overview of current and developing perspectives of public health and practical applications. It considers global national and local issues, as well as environmental and social factors affecting the public health. It sets the context for approaches to reduce inequalities in health. The impact of health promotion and educational strategies developed to implement public health policies are explored. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Priya Paudyal, BSMS (Module Leader)  Dr Peter Frost, BSMS | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | | | Mandatory | | | | | | | | | | |
| 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:   * to provide knowledge and understanding of the application of the scientific bases of public health * to foster critical thinking and develop ability to contribute to future public health research, policy and practice | |
| **Learning outcomes** | By the end of the module the students should be able to :  ILO1. critically explore the underpinning theories and practical applications that influence public health policy and strategy development  ILO2. develop a critical understanding of tools and measures that assess public health policies and their outcomes  ILO3. critically assess the organisational foundations of public health and relate them to current practice  ILO4. demonstrate an advanced understanding of the complexities of human behaviour, lifestyle and the impact of the environment on health outcomes.  ILO5. critically assess approaches to health promotion and education and consider the strengths and limitations of these strategies  ILO6. demonstrate comprehensive understanding of the significance of health inequalities and critically appraise the impact of health policies on inequalities in health. | |
| **Content** | * Overall principles of public health practice * Examples of public health issues and how they are addressed * Organisational foundations of historical and current public health practice * Public health, health policy, health protection and the environment * Measuring health gain * Quality and efficacy in public health practice * Appropriate approaches and organisational bases for targeting populations, communities and individuals to reduce health inequalities * Public health contribution to commissioning health care services * Inequalities in health and their measurement; measures of “deprivation” and their use in the development of health policy * Evidence-based public health | |
| **Learning support** | A list of core / recommended reading is available on the virtual learning environment Student Central  Reading List:  **Books**   1. Donaldson and Scally. Donaldson’s Essential Public Health. 3rd ed. Radcliffe Publishing: Oxford; 2009 2. Wilson Frances, and Andi Mabhala, eds. Key concepts in public health. Sage, 2008. 3. Naidoo J & J Wills. Public health and health promotion: developing practice. 3rd ed. Edinburgh: Baillière Tindall; 2010 4. Eds Jones L and Douglas. Public Health: Building Innovative Practice: Sage/Open University: Milton Keynes; 2012 5. Guest C et al (editor). Oxford Handbook of Public Health Practice. 3rd ed. Oxford: Oxford University Press; 2013 6. Stephen Gillian, Jan Yates and Padmanabhan Badrinath. Essential Public Health: Theory and Practice. 2nd ed Cambridge University Press; 2014 7. Rozer Detels, Robert Beaglehole, Mary Ann Lan sang and Martin Guildford, 5th ed. Oxford textbook of public health. Oxford University Press, 20011. 8. Marmot, Michael, and Richard Wilkinson. 2nd eds. Social determinants of health. Oxford University Press, 2005. 9. Ewles, Linda, and Ina Simnett. Promoting health: a practical guide. 6th ed London: Baillière Tindall, 2010. 10. Hubley, John, Copeman, June, Woodall, James Practical health promotion. 2nd ed. Polity Press 2013 11. Stephen Morris, Devlin Nancy, Parkin David Anne Spencer. Economic Analysis in Healthcare. 2nd eds John Wiley & Sons 2012 12. French, Jeff. [Social marketing and public health: theory and practice](https://brighton.rl.talis.com/items/8868E007-7A37-DD12-85E8-3CEDB08E8822.html?referrer=%2Flists%2F5DB2D790-8CAF-59C4-00D2-6B8B38B1B347.html%23item-8868E007-7A37-DD12-85E8-3CEDB08E8822). Oxford University Press 2013 13. Alan R. Andreasen. Social Marketing in the 21st Century. Sage Publication 2003 14. Knut Schroeder, Trevor Thompson, Kathleen Frith, David Pencheon. The Journey towards Sustainable healthcare. John Wiley & Sons 2012   **Journals**   1. Journal of Public Health   <http://jpubhealth.oxfordjournals.org/>   1. European Journal of Public Health   <http://eurpub.oxfordjournals.org/content/23/suppl_2>   1. Social Science and Medicine   <http://www.journals.elsevier.com/social-science-and-medicine/?testing=b>   1. Lancet Global Health   <http://www.thelancet.com/journals/langlo/onlinefirst>   1. [American Journal of Public Health](http://ajph.aphapublications.org)   <http://ajph.aphapublications.org/>   1. [Annual Review of Public Health](http://arjournals.annualreviews.org/loi/publhealth)   <http://www.annualreviews.org/loi/publhealth>   1. Journal of Epidemiology & Community Health   <http://jech.bmj.com/>   1. [Scandinavian Journal of Work, Environment & Health](http://www.sjweh.fi)   <http://www.sjweh.fi/>  **Websites from Journals**   1. The BMJ Specialities Public Health   <http://www.bmj.com/specialties/public-health>   1. The Lancet Speciality Collection Public Health   <http://www.thelancet.com/collections/public-health>   1. The New England Journal of Medicine   <http://www.nejm.org/medical-research/public-health>  **Other Websites**   1. Health Knowledge   <http://www.healthknowledge.org.uk/public-health-textbook>   1. The UK’s Faculty of Public Health   <http://www.fph.org.uk/>   1. Royal Society for Public Health   <https://www.rsph.org.uk/>   1. Public Health Observatories   <http://www.apho.org.uk/>   1. Public Health England   <https://www.gov.uk/government/organisations/public-health-england>   1. [Bulletin of the World Health Organization](http://www.who.int/bulletin/en)   <http://www.who.int/bulletin/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** | 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. | N/A |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment on this module** | **Essay**  A 2,000 word assignment critically analysing an aspect of public health theory and practice related to the student’s practice to be negotiated and agreed with module leader.  **Ted Talk**  Students will prepare a 7 minutes ‘Ted Talk’ style video presentation on a topic considered to be of recent public health importance (e.g. in the last five years). The video will be assessed by two markers.  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** | NA |  |
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| **COURSEWORK** | Written assignment | 70% |
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| **PRACTICAL** | ‘Ted Talk ‘ | 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 | 2004 | | | | |
| **Date of last revision**  Only complete where this is not the first version | June 2015 | | | | |
| **Date of approval for this version** | Dec 2015 | | | | |
| **Version number** | 5 | | | | |
| **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)