MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1608
Module Title	Principles and Practice of Public Health
Module Organiser(s)	Dr Dalya Marks
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	101317
Term of Delivery	Term 3
Mode of Delivery	For 2020-21 this module is delivered online. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning). We do not yet know whether or not there will be any on-campus activities during Term 3. This decision will be made in February.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	This module builds on work undertaken in Issues in Public Health (1123), Basic Epidemiology (2001), Basic Statistics for Public Health & Policy (1121) and Principles of Social Research (1104) in Term 1. Whilst some non-compulsory modules (e.g. Health Services (1107) and Health Care Evaluation, 1400) may add useful background information, such knowledge is not assumed. Half-time MSc PH students are recommended to take this module in year two of their programme, and those wishing to take it in year one should have completed Issues in Public Health (1123) before commencing this module. Non-MSc PH students wishing to opt for Principles and Practice of Public Health (1608) who have not taken Issues in Public Health (1123) and Basic Epidemiology (2001) should consult with the Module Organiser to get approval.

	External applicants need to demonstrate some knowledge of, and familiarity with, the core principles of Public Health before being accepted onto the module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	110 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is compulsory for students taking the General stream of the MSc in Public Health. It builds on work undertaken in Issues in Public Health (1123), Basic Epidemiology (2001), Basic Statistics for Public Health & Policy (1121), Principles of Social Research (1104) and Introduction to Health Economics (1103) in Term 1.
Module Description	The module is designed to consolidate student learning across the MSc PH General Stream. It has a practical focus, looking at how to apply knowledge and skills to practical public health problems. The module will prepare you for the real world of public health. This module is an introduction to real world scenarios. It will help you on your journey, but it will not be sufficient to make you experienced public health practitioners. This only comes with experience and practice.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot E.
Last Revised (e.g. year changes approved)	October 2020

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health (General Stream)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide a conceptual and practical understanding of public health problems. By exploring a range of scenarios, the student will gain an understanding of how commonly encountered public health problems can be approached.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Assist in the response to an emerging public health scenario, using a structured and rigorous approach; 2. Assess the sources of, and analyse the strengths and limitations of, data used in assessing health needs; 3. Appreciate the role of evidence when designing interventions. Based on a critical appraisal of the literature, make recommendations for a new service development, considering local health priorities and resources; 4. Understand the principles of methods of assessing health needs, be able to design a health needs assessment, and be able to discuss different methods of setting priorities for responding to them; 5. Design an evaluation plan and be able to discuss the strengths and weaknesses of differing approaches; 6. Understand the role public health practitioners can play as agents of change and in advocating for public health; gain some basic skills in public health advocacy and communication.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Data/epidemiological investigation; • Critical appraisal of the literature; • Health needs assessment; • Prioritisation and strategy development; • Evaluation; • Public health advocacy; • Public health communication.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	17
Directed self-study	30	20
Self-directed learning	50	33
Assessment, review and revision	45	30
Total	**150**	**100**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy
Lectures, seminars, group work and classroom discussion will be used to develop relevant skills and knowledge, and apply them through presenting, discussing and analysing case studies

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA. The assessment for this module will be online. The written assessment will be in the form of a policy briefing.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	1500 words	100	1 - 6

Resitting assessment
Resits will accord with the LSHTM's Resits Policy   The Resit assessment will be the same assessment type as the first attempt (see previous table).

Resources

Indicative reading list
Guest C, Ricciardi W, Kawachi I, and Lang I (eds) *The Oxford Handbook of Public Health Practice* (4th edition) (2020), Oxford University Press.   Gillam S, Yates J, Badrinath P. *Essential Public Health: Theory and Practice 2nd edition.* (2012). Cambridge University Press.   Donaldson L.J, and Rutter P,G (eds) *Donaldsons' Essential Public Health (4th edition*). (2017). CRC Press, Taylor & Francis Group.

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.   LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.   Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.