

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	1107			
Module Title	Health Services			
Module Organiser(s)	Nick Black			
Faculty	PHP			
FHEQ Level	Level 7			
Credit Value	CATS	10	ECTS	5
HESA Cost Centre	105			
HECoS Code	TBC			
Term of Delivery	Term 1			
Mode of Delivery	Face to face			
Mode of Study	Full time			
Language of Study	English			
Pre-Requisites	None			
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body			
Module Cap (Maximum number of students)	112 (numbers may be capped due to limitations in facilities or staffing)			
Target Audience	This module is aimed at those intending to purchase, plan, manage, regulate or evaluate health services. It will take examples from high, middle and low income countries			
Module Description	This module is aimed at those intending to purchase, plan, manage, regulate or evaluate health services. It will take examples from high, middle and low income countries.			
Duration	9 weeks at 0.5 days per week			
Timetabling slot	Term 1			
Last Revised (e.g. year changes approved)	2019			

2. Programme(s) that this module is part of

Programme (Lead programme first)	Status (Compulsory/Recommended Option)
Public Health (General/Health Promotion/Health Economics)	Recommended
HPPF	Compulsory
Public Health (HSM, HSR)	Compulsory

3. Module Aim and Intended Learning Outcomes

Overall aim of the module

To provide students with a range of ways of thinking about health services and health systems. Drawing on epidemiology, history, medicine, economics and sociology, the module will help students understand how services function, the reasons services have developed in the way they have, the basis of some universal, persistent problems, and possible solutions to such difficulties.

Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. Describe some of the basic functions of health services and outline the reasons why services have developed in the way they have
2. Explain how the disciplines of epidemiology, history, medicine, sociology and economics each contribute unique insights to understanding how a health service functions
3. Describe and give examples of the inputs, processes and outcomes of health services
4. Critically examine responses to challenges to health services in different countries
5. Analyse key, persistent and widespread problems in providing health services and suggest approaches to resolving these problems

4. Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Inputs to health services
- Diseases and medical knowledge
- Health professionals
- Sources of finance
- Historical influences
- Need, demand and use
- Paying providers
- Staff-patient interaction
- Quality assessment
- Quality improvement

5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	22	22
Directed self-study	25	25
Self-directed learning	23	23
Assessment, review and revision	30	30
Total	100	100

Teaching and Learning Strategy	
Indicative Breakdown of Contact Time	
Type of delivery	Total (hours)
Lecture	<u>10</u>
Seminar	<u>12</u>
Tutorial	
Computer Practical	
Laboratory Practical	
Fieldwork	
Project Supervision	
Total	<u>22</u>
Seminar groups focus either on high income countries or on low/middle income countries.	

6. Assessment

Assessment Strategy
Formative test (short-answer questions). This also acts as an opportunity to revisit and discuss with the seminar leader some key issues during the last seminar while marking fellow student's answers. Addresses several of the objectives of the module. Provides students with idea of the level of knowledge and understanding expected for when they undertake summative assessment in the summer.
Summative (questions in summer exams)

Summative assessment			
Assessment Type <i>(delete as appropriate)</i>	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
<i>Exam (Papers 1 & 2)</i>	1 question in 3hr exam	100%	1-5

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
n/a	n/a	n/a

7. Resources

Indicative reading list (if applicable)

Brook RH. (2015) Exploiting the knowledge base of health services research, in *Redefining health care systems*, RAND: Santa Monica, USA

Ham C, Alberti KGMM (2002) The medical profession, the public and the government *BMJ* 324: 838-41

Smith R. (2002) In search of "non-disease". *BMJ* 324:883-5

Donaldson C & Gerard K. (2005) *Economics of Health Care Financing: The Visible Hand*. Chap 4. Palgrave MacMillan

Mulley AG. (2009) The need to confront variation in practice. *BMJ* 339:107-9

Coulter A, Ellins J (2007) Effectiveness of strategies for informing, educating, and involving patients *BMJ* 335:24-27.

Donaldson C, Gerard K. (2005) *Economics of Health Care Financing: the Visible Hand*. (Chapter 7). Basingstoke: Palgrave Macmillan.

Black N. (2012) The history of health care, in *Walking London's Medical History*. London: Hodder Arnold

Mountford J, Shojania KG. (2012) Refocusing quality measurement to best support quality improvement: local ownership of quality measurement by clinicians. *BMJ Qual Saf* 21:519-23

Berwick D (2002). A user's manual for the IOM's 'Quality Chasm' report. *Health Affairs* 21:80-90

Other resources

Gurol-Urganci I, Campbell F, Black N. (2017) *Understanding health services*. Maidenhead: Open University Press

8. Teaching for Disabilities and Learning Differences

The use of Penopto to record all lectures; provision of handouts prior to lectures/seminars; accessibility of teaching resources (Word, PowerPoint & Excel); all items on reading lists available in alternate or accessible formats.