MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	3198
Module Title	Applying Public Health Principles
Module Organiser(s)	Jayne Webster, Silke Fernandes and Daniel Chandramohan
Faculty	Infectious & Tropical Diseases
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	Students must have a good understanding of epidemiology, statistics, social science and health economics.
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body
Module Cap (Maximum number of students)	80 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended for students interested in the practical application of public health principles to public health issues in lower and middle income countries
Module Description	This module integrates principles, approaches and methods from different disciplines (such as epidemiology, statistics, health economics, social sciences, health policy & planning) and applies them using case studies and examples from lower- and middle income countries.
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 Control of Infectious Diseases	Recommended Option
MSc Public Health for Development	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • enable students to apply and build upon the skills they have learned during the preceding terms to translate evidence into policies and policy into practice in developing countries.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Apply public health disciplines in an integrated manner to review evidence and produce policy recommendations; 2. Develop strategic public health programme plans; 3. Conduct strategic reviews of public health programmes. 4. Organise outbreak investigations

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Overview of the global burden of disease and public health intervention strategies and policies; • The process of developing evidence-based guidelines at WHO; • Critical appraisal and interpretation of data from randomised controlled trials and observational studies for making public health policy; • Applying the diverse mix of public health disciplines to different scenarios of current public health issues in developing countries; • Conducting reviews of health programmes; • Approaches to monitoring and evaluation of delivery of interventions; • Programme grant application and the review process; • Procurement & Supply Chain Management; • Data needs and communication strategies for advocacy; • Health economics for public health practitioners;

Session Content
- Research into policy will broadly require the application of analytical (epidemiological, social science, economic and policy setting) skills to examine the evidence base and its sufficiency for appropriate policy development;   - Policy into practice will require the demonstration of strategic programme planning skills based on the specific policy and the implementation context;   - The strategic review of public health programmes component of the module will build on monitoring and evaluation principles and skills;   - Additional optional seminars will look at relevant public health issues in development: - Inequality and inequity in health   - International health regulations;   - History of global health governance.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	44	29
Directed self-study	45	30
Self-directed learning	7	5
Assessment, review and revision	54	36
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
A variety of teaching methods are used including lectures and practicals/seminars. Practical sessions focus on integrated application of the broad range of skills required to be a public health practitioner in a developing country.

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. Assessment will involve submission of a policy discussion paper on a potential intervention that is currently considered to reduce disease burden in developing countries. The maximum word limit for the policy discussion paper is 2,500 words excluding references.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2500 words excluding references.	100	1 - 4

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). The task will be the same as the original assessment but with a different topic.

Resources

Indicative reading list
This module doesn't have a core text. Each lecture and practical has its own reading list. Please see reading list for detail. **Other resources** Access to STATA is required.

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](#).