MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1503
Module Title	Globalisation & Health
Module Organiser(s)	Carolyn Stephens
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100648: 100489
Term of Delivery	Term 2
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).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	It is useful for students to have taken Health Policy, Process & Power (1117) in Term 1, or to have a basic understanding of the political economy of health.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	40
Target Audience	The module is recommended for students with an interest in global health from the perspective of understanding broad and interrelated determinants of health within and across countries. It is intended for students who want to explore and understand the rapid changes occurring globally and explore their impacts on health at a global and local level
Module Description	The module discusses how linked global changes, known as globalisation, impact on social, economic, environmental and political spheres, and the impacts of these on health determinants and health.

Duration	5 weeks at 2.5 days per week
Timetabling slot	D2
Last Revised (e.g. year changes approved)	October/2020

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health	Recommended
MSc Health Policy, Planning & Finance	Recommended
MSc One Health: Ecosystems, Humans and Animals	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Public Health (Health Services and Management)	Recommended
MSc Public Health (Health Services Research)	Recommended
MSc Public Health for Development	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • give students a conceptual and practical understanding of the multiple and complex links between various forms of global change (e.g. environmental, economic, political, technological and social) and human health worldwide.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. define key concepts such as global change, globalization, global health and governance; 2. Understand various drivers and forms of global change (e.g. environmental, economic), and their relationship with globalization processes; 3. Assess existing empirical evidence of the links between global change and health, and the methodological tools available to measure such links; 4. cite a range of examples of global health issues in terms of their impacts on human health through case studies (e.g. on environmental change, infectious and non-communicable disease control, multilateral trade agreements); 5. Examine the roles of different institutional actors, such as for-profit companies, multilateral organisations (e.g. WHO, World Bank), public private partnerships, and Foundations in global health; 6. Describe the main challenges for responding effectively to global health challenges through improved global health governance in the form of effective health policies, institutional reforms, and international law and other forms of cooperation.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Key definitions and conceptual frameworks for understanding different types of global change taking place, the key drivers of globalisation, and the main features of shifts between national, regional and global health • Theoretical and methodological challenges of measuring links between global change and health • Overviews of forms of global change related to global health in the social, economic, environmental and political spheres • Examples dealing with familiar public health issues from a global perspective (e.g. infectious and non-infectious disease, pharmaceuticals, tobacco control, alcohol; food; and human rights) • Debates from policy areas and agendas outside the health sector impacting health at a global level (e.g. trade and trade organisations, security and human rights legislation, major industries of tobacco, alcohol, and pharmaceuticals, and environmental change) • Review of global health governance structures and forms of global health policies, institutional reforms, and international law and other forms of cooperation

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	36	24%
Directed self-study	36	24%
Self-directed learning	20	13%
Assessment, review and revision	58	39%
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 and case study seminars (i.e. class participation, small group work including preparation of a seminar, individual study); critical reading of the literature; private study.

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 assessment will take the form of a written assignment that brings together the conceptual and empirical content of the module to address a practical policy problem (3,000 words).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	**Intended Module Learning Outcomes Tested**
Coursework	2500	100%	1-6

Resitting assessment
Resits will accord with the LSHTM's [Resits Policy](#) The task will be a written assignment on a related topic.

Resources

n/a

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.