MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1807
Module Title	Health Promotion Approaches and Methods
Module Organiser(s)	Wendy Macdowall and Iliatha Papachristou
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	101317 : 101307
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	This module is open to students who have taken the Term 1 pre-requisite module *Foundations for Health Promotion (1109)*. Only in exceptional circumstances will other students who have not undertaken *Foundations for Health Promotion (1109)* be allowed to take this module. Such cases should be discussed with the Module Organiser.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	40
Target Audience	This module is compulsory for students following the Health Promotion Stream of the MSc in Public Health and will be of interest to other students wanting to learn more about different approaches and methods for promoting health.
Module Description	In this module students will be introduced to a range of different approaches and methods for promoting health at the individual, community and population levels. There isn't a

	simple divide between 'effective' and 'ineffective' methods. Instead different methods will be effective at achieving different aims with different groups in different contexts. A health promotion programme which is designed to address the multiple determinations of a public health problem is likely to consist of a number of interventions. So although necessarily arranged in discrete lectures, you should consider these approaches and methods as potentially complementary rather than as competitors.
Duration	5 weeks at 2.5 days per week
Timetabling slot	C1
Last Revised (e.g. year changes approved)	October 2020

Programme(s) This module is linked to the following programme(s)	Status
MSc Public Health (Health Promotion)	Compulsory
MSc Public Health	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health for Development	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • provide students with an overview and critical appreciation of a range of approaches and methods for promoting health, at the individual, community and population levels.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Describe a range of different approaches and methods for promoting health and their theoretical underpinnings; 2. Critically evaluate the strengths and weaknesses of the approaches and methods covered in the module; 3. Demonstrate the appropriate use of different approaches and methods in a variety of contexts.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Motivational interviewing • Peer education • Theatre in health promotion • Mass media campaigns • Social marketing • Nudge • Community mobilisation • Structural approaches • Settings-based approach

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	27	18%
Directed self-study	25	17%
Self-directed learning	30	20%
Assessment, review and revision	68	45%
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
Teaching will be by lectures and seminars. There will be 10 half-day sessions, most of which will take the form of a one-hour lecture linked to a one-and-a-half-hour seminar. The seminars will consist of range of different tasks including role-play, group-work and presentations.

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. Students will be asked to select a public health issue of interest to them (e.g. CHD, alcohol misuse, mental health, nutrition or anything else relevant to public health) and to pick one of the approaches/methods from the module, and then use their essay to consider how that approach/method could be applied to that particular problem.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2000	100%	1-3

Resitting assessment
Resits will accord with the LSHTM's Resits Policy

Resources

Indicative reading list

Nutland W and Cragg L (eds). 2015. Health Promotion Practice (Understanding Public Health) 2nd edition. Maidenhead: Open University Press. (Available to loan from the library, or to purchase from Waterstones)

Blankenship KM, Friedman SR, Dworkin S, Mantell JE. Structural interventions: concepts, challenges and opportunities for research. J Urban Health. 2006 Jan;83(1):59-72.

Cornish, F., Priego-Hernandez, J., Campbell, et al. (2014) The impact of community mobilisation on HIV prevention in middle and low income countries: A systematic review and critique. AIDS Behavior **18**(11): 2110–2134.

Sun WH, Miu HYH, Wong CKH, Tucker JD, & Wong WCW. (2018). Assessing participation and effectiveness of the peer-led approach in youth sexual health education: Systematic review and meta-analysis in more developed countries. Journal of Sex Research, 55(1), 31-44.

Grier S and Bryant CA (2005) 'Social Marketing in Public Health', Annual Review of Public Health, 26: 319-339.

Miller W, Rollnick S (2009). Ten things that motivational interviewing is not. Behavioural and Cognitive Psychotherapy; **37**(2):129-40.

Marteau T et al. Judging nudging: can nudging improve population health? BMJ 2011; 342 doi: http://dx.doi.org/10.1136/bmj.d228 (Published 25 January 2011)

Sawney F (2006). Theatre in Health Promotion. Chapter 6 in: Macdowall W, Bonell C, Davies M, (editors), Health Promotion Practice. Maidenhead: Open University Press; p86-96.

Head R, Murray J, Sarrassat S, Snell W, Meda N, Ouedraogo M, Deboise L, Cousens S (2015) Can mass media interventions reduce child mortality? The Lancet 386 (9988) p97-100

Tones K, Green J, Cross R, Woodall J (2015). 'Settings for Health' Chapter 10 in Tones K, Green J. Cross R, Woodall J Health Promotion: Planning and Strategies. London: Sage.

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.