



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2021-22
<b>Module Code</b>	1109
<b>Module Title</b>	Foundations for Health Promotion
<b>Module Organiser(s)</b>	Helen Burchett Laurence Blanchard
<b>Faculty</b>	Public Health & Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 10 <b>ECTS:</b> 5
<b>HECoS Code</b>	101317 : 101307 : 100798
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	For 2021-22 this module will be delivered online until reading week. It is intended that a combination of face-to-face and online learning will be used thereafter.  There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (indicative number of students)</b>	96
<b>Target Audience</b>	This module is compulsory for students taking the Health Promotion stream of the MSc in Public Health and optional for other Public Health streams and MScs.
<b>Module Description</b>	This module introduces key concepts for health promotion. Students will learn to think critically about what affects health and health behaviours. They will learn how to apply theories to specific topics, populations or settings. They will gain experience and develop skills in discussing and explaining complex concepts.
<b>Duration</b>	10 weeks at 0.5 days per week

<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	September 2021

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health (Health Promotion)	Compulsory
MSc Public Health (General)	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Economics)	Recommended
MSc Public Health (Health Services and Management)	Recommended
MSc Public Health (Health Services Research)	Recommended

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>provide students with an overview of the origins and purpose of health promotion, and an understanding of the values and theories which inform health promotion activities.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Describe the origins of health promotion</li> <li>List and compare the different ways in which 'health' can be defined, and identify the implications of this for health promotion</li> <li>Define and critically evaluate the key theories and concepts which inform health promotion, and relate these to specific health promotion approaches and methods</li> <li>Locate these theories and concepts within contemporary debates in health promotion</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>The history of health promotion</li> <li>What is meant by 'health' and the nature and purpose of health promotion</li> <li>Theories of behaviour change (at both the individual level and community level)</li> <li>Social norms and networks</li> <li>Theories of health inequalities</li> <li>The Rose Hypothesis (whole population approaches vs targeting high risk populations)</li> <li>Ethics &amp; health promotion</li> <li>Health promotion policy and practice</li> </ul>

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	25%
Directed self-study	20	20%
Self-directed learning	25	25%
Assessment, review and revision	30	30%
<b>Total</b>	<b>100</b>	<b>100%</b>

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 online lectures and seminars. There will be 10 lectures, seven small-group seminars which will include short presentations from students to their seminar group, two optional live drop-in question and answer (Q&A) sessions with lecturers and three optional live drop-in Q&A sessions with the module organisers. Seminars consist of group work and discussion. There is also an introductory plenary session, and a final week plenary of selected student presentations.

Students will be expected to have watched the lecture recording and read at least the essential reading on a topic, prior to participating in the related seminar.

## 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 but do not count towards the final mark for the MSc. The formative assessment is an optional progress test submitted in week 5, consisting of five questions requiring short (200-word maximum) written answers.

Only the grade for summative assessment will go towards the overall award GPA. The assessment for this module will be part of the summer exams.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam (Papers 1 & 2)	1 question in Paper 1	100%	1 to 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).

## Resources

### Indicative reading list

The textbook *Health Promotion Theory* edited by Cragg, Davies and Macdowall and published by the Open University Press provides many relevant readings for the module.

## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture (in pdf format). All lectures are recorded and made available on Moodle up to a week in advance of the seminar on that topic. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).