



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2025-26
Module Code	2608
Module Title	Planetary Health Research in Practice
Module Organiser(s)	Rosemary Green, Lorna Benton, Sarah Nájera-Espinosa and Blanca Anton
Faculty	Epidemiology and Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	101317
Term of Delivery	Term 2
Mode of Delivery	Face to face and online
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	Fundamentals of Climate Change and Planetary Health Methods in Climate Change and Planetary Health
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	None
Target Audience	This module is compulsory for students on the MSc Climate Change and Planetary Health programme.
Module Description	This module will draw together the knowledge and skills acquired in the preceding MSc Climate Change and Planetary Health modules and apply them to design and plan evidence generation and translation for decision-making in planetary health. Students will learn from practical experience of research approaches and frameworks that can be applied in real-world settings to support evidence generation. No specialist knowledge is needed for this module, but an interest in interdisciplinary learning and integrating concepts from different disciplines is essential.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Term 2 (Slot D1)
Last Revised (e.g. year changes approved)	N/A (programme validated in 2023)

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Climate Change and Planetary Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aims are to:</p> <ul style="list-style-type: none"> • Equip students with the skills to design and implement evidence generation and translation for impact on current planetary health challenges; and • Develop students' ability to successfully navigate the barriers and opportunities of working in the trans-disciplinary field of planetary health.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate levers of change in planetary health: moving from evidence to practice at the local, national and international scale. 2. Integrate public and stakeholder engagement into planetary health research. 3. Critically appraise the implementation and outcomes of a planetary health initiative. 4. Construct visualisations and presentations using data on planetary health to effectively communicate research with a wide audience. 5. Effectively collaborate with inter-disciplinary teams on core issues around climate change and planetary health.

Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> • Framing planetary health for accelerated impact – an introduction to research practice and evidence translation • Planetary health governance – levels of decision-making and spheres of influence • Decolonising planetary health – indigenous perspectives • Equity and disability in planetary health • Identifying and engaging with key actors, institutions and policies in achieving planetary health outcomes



Session Content

- Public perceptions of environment and health issues and changing social norms
- Qualitative skills for participatory research in planetary health
- Data visualisation skills for research translation
- Contextual barriers and enabling factors for the success of planetary health approaches (from intervention design and formulation through to implementation and evaluation)

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	20%
Directed self-study	40	26.67%
Self-directed learning	35	23.33%
Assessment, review and revision	45	30%
Total	150	100%

Teaching and Learning Strategy

Teaching consists of sessions over 5 weeks covering 2.5 days each week in Term 2, Slot D1 and is generally comprised of lectures, practical assignments and seminar/group activities, including class discussions and presentations; guided reading; reviewing and evaluating case studies and practical examples and critical review of the literature (through individual, group and class work)

Assessment

Assessment Strategy

Summative Assessment will be based on a group presentation (30%) and an individual essay of 1,500 words (70%).

Group work over the duration of the module to deliver a group presentation at the end of the module (15 min + 5 min for question. 30% to the overall mark). The group work will build the scaffolding to the individual essay.

Assessment Strategy

A written individual essay on the topic chosen for the group presentation focusing on evaluation of an implemented planetary health action (1,500 words, accounting 70% to the overall mark).

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group Presentation	15 min +5 min for questions	30	1,2,4,5
Essay	1500 words	70	1,3,4

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

For students resitting the individual essay, an essay on a new topic will be set.

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
Group Presentation	This will be an individually recorded presentation including a slide to reflect on how an effective inter-disciplinary collaboration could/did achieve planetary health outcomes specified in a new case study	4 min recorded presentation <ul style="list-style-type: none"> - A presentation on a new (fourth) case study to be delivered individually. - This will be a rapid presentation of 4 minutes, designed to reflect the time individuals would typically have to speak in a group setting. - The focus of the presentation and the assessment criteria will be made more specific than group presentations, to support a shorter presentation length.



Resources

Indicative reading list

Core textbook:

Haines A and Frumkin F (2021). *Planetary Health: Safeguarding human health and the environment in the anthropocene*. Cambridge University Press.

Recommended reading:

Bicchieri C, Lindemans JW, Jiang T. A structured approach to a diagnostic of collective practices. *Front Psychol*. 2014 Dec 5;5:1418. doi: 10.3389/fpsyg.2014.01418. PMID: 25538666; PMCID: PMC4257103.

Dasandi, Niheer, et al. "Engagement with health in national climate change commitments under the Paris Agreement: a global mixed-methods analysis of the nationally determined contributions." *The Lancet Planetary Health* 5.2 (2021): e93-e101.

Jones R, Reid P and Macmillan A (2022). "Navigating fundamental tensions towards a decolonial relational vision of planetary health". *Lancet Planetary Health* 6(10): e834-e841.

Nemet, Gregory F., Tracey Holloway, and Paul Meier. "Implications of incorporating air-quality co-benefits into climate change policymaking." *Environmental Research Letters* 5.1 (2010): 014007.

Redvers N, Celidwen Y, Schultz C, Horn O and Githaiga C (2022). "The determinants of planetary health: an Indigenous consensus perspective". *Lancet Planetary Health* 6(2): e156-e163.

Rossa-Rocor V, Giang A and Kershaw P (2021). "Framing climate change as a human health issue: enough to tip the scale in climate policy?" *Lancet Planetary Health* 5(8): e553-e559.

Sarmiento Barletti, JP and Larson AM (2017). "Rights abuse allegations in the context of REDD+ readiness and implementation". *CIFOR Infobrief* 190.

Sherman MH and Ford J (2013). "Stakeholder engagement in adaptation interventions: an evaluation of projects in developing nations". *Climate Policy* 14(3): 417-441.

Other resources

R for Data Science: Import, Tidy, Transform, Visualize, and Model Data



<https://r4ds.had.co.nz/> - free to view online

RStudio Cheatsheets inc Data Visualisation with ggplot2

<https://posit.co/resources/cheatsheets/> - free to download online

Greener NHS: <https://www.england.nhs.uk/greenernhs/>

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle will provide students with access to lecture notes and copies of the slides used during the lecture prior to the lecture in accessible formats (Word/PDF and PPT/PDF). All lectures will be recorded and made available on Moodle.

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.

The module will provide additional support for students with disabilities and learning differences in accordance with the Student Support Services section of the Student Handbook.