



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2025-26
<b>Module Code</b>	2609
<b>Module Title</b>	Fundamentals of Climate Change and Planetary Health
<b>Module Organiser(s)</b>	Roberto Picetti, Rebecca Newbould, Kris Murray
<b>Faculty</b>	EPH
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS: 10</b> <b>ECTS: 5</b>
<b>HECoS Code</b>	101317
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	Face to face and online (UK time zone)
<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>	None
<b>Target Audience</b>	This module is compulsory for students on the MSc Climate Change and Planetary Health programme.
<b>Module Description</b>	This module introduces the emerging field of planetary health, and the direct and indirect interactions between environmental and human health. Human population growth and increasing consumption have transformed and degraded our planet's ecosystems, and this can have negative impacts on human health. Students will learn about key issues such as climate change, mitigation and adaptation actions, planetary boundaries, and social justice. These issues are relevant in contexts all across the world. No specialist knowledge is needed for this module, but an interest in interdisciplinary learning and integrating concepts from different disciplines is essential.
<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>	June 2025
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<b>Programme(s)</b> This module is linked to the following programme(s) <i>(Lead programme first)</i>	<b>Status</b> <i>(Compulsory/Recommended Option)</i>
MSc Climate Change and Planetary Health	<b>Compulsory</b>
MSc Control of Infectious Diseases	Recommended
MSc Demography & Health	Recommended
MSc Epidemiology	Recommended
MSc Global Mental Health	Recommended
MSc Nutrition for Global Public Health	Recommended
MSc One Health: Ecosystems, Humans and Animals	Recommended
MSc Public Health for Global Practice	Recommended
MSc Tropical Medicine & International Health	Recommended
MSc Veterinary Epidemiology	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>Introduce the basic concept of Planetary Health and summarise some of the issues and potential solutions to the challenges posed by the interaction between environmental and human health.</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>Explain and discuss the concepts of planetary health and the direct and indirect pathways that connect human health and the health of the environment</li> <li>Appreciate determinants of risk at the health-environment nexus by populations and regions and analyse different forms of sustainable transitions</li> <li>Explain how actions (both in terms of mitigation and adaptation) address environment and/or human health</li> <li>Discuss how planetary health issues are related to social justice and wider social issues (e.g. intergenerational health equity, vulnerability and resilience)</li> <li>Summarise case studies of health impacts of climate change and approaches to tackle them</li> </ol>

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Concepts of planetary health
- Pathways connecting human health and ecosystems
- Determinants of health risk
- Mitigation and adaptation actions to address climate change
- Relationship between planetary health issues and social justice
- Approaches to tackle health impacts of climate change

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	<b>20</b>	<b>20%</b>
Directed self-study	<b>25</b>	<b>25%</b>
Self-directed learning	<b>15</b>	<b>15%</b>
Assessment, review and revision	<b>40</b>	<b>40%</b>
<b>Total</b>	<b>100</b>	<b>100%</b>

### Teaching and Learning Strategy

Teaching consists of ten half-day sessions generally comprised of lectures and seminar/group activities, including class discussions; guided reading; case studies and critical review of the literature (through individual, group and class work).

- Lectures: We will use a mixture of internal and guest lectures, including from both high-income and lower-middle income country settings.
- Group work/seminar: Some sessions will include group work, so that students can independently address and research specific topic areas, discuss key issues among themselves, and apply concepts covered in the lectures.
- Reading list: We provide a carefully selected reading list of essential and additional articles. Essential articles include the seminal work on the session, and additional articles provide more information and further reading for the interested student.
- Assessment: We provide several free slots to ensure that the students are able to prepare for their module assessment and time to query course leaders/tutors.



## Assessment

### Assessment Strategy

The assessment consists of several components.

There will be group work over the duration of the module to deliver a group presentation in the format of a lightning talk at the end of the module (8 min + 5 min for discussion (Q&A)). Students will be provided a choice of four topics that are tied to the content of the module's lectures. Each group will choose one of the topics provided. The group work will build the scaffolding to an individual piece of written work. The group work will account for 20% of the final grade.

Students will then submit an individual piece of written work (technical brief) on the topic chosen based on the group presentation (2500 words). This will account for 80% to the overall mark.

Students can expect written feedback, which will provide details on the strengths and weaknesses of their report and direction on what the student could improve to receive a higher grade.

### Summative Assessment

Assessment Type <i>(delete as appropriate)</i>	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Technical report	2500 words	80	1 to 5
Group presentation	8 minutes + 5min Q&A	20	1 to 5

### Resitting assessment

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

The resit assessment for the technical report will be the same as the first attempt, i.e. an individual piece of written work, but on a different topic.

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 (i.e. Word Count, Length of presentation in minutes)
Group presentation	If the overall grade (including both the presentation and the essay) is a pass, there will be no resit for the group presentation. However, if the overall grade is a fail, the resit will consist of an individual written assignment on a different topic, which will count for 100% of the grade.	The assessment length will be the same as specified above.

## Resources

### Indicative reading list

- *“Planetary Health: Safeguarding Human Health and the Environment in the Anthropocene”* by A. Haines and H. Frumkin. 2021 (available electronically through the library)
- Fuller, R et al. *Pollution and health: a progress update* *Pollution and health: a progress update. The Lancet Planetary Health, Volume 6, Issue 6, e535 - e547 (2022).*  
DOI: [10.1016/S2542-5196\(22\)00090-0](https://doi.org/10.1016/S2542-5196(22)00090-0) [External Link](#)
- Gupta, J · Bai, X · Liverman, DM · et al. *A just world on a safe planet: a Lancet Planetary Health–Earth Commission report on Earth-system boundaries, translations, and transformations.* *Lancet Planet Health.* 2024; 8:e813-e873. DOI: [10.1016/S2542-5196\(24\)00042-1](https://doi.org/10.1016/S2542-5196(24)00042-1) [External Link](#)
- Haines A, Ebi K. *The Imperative for Climate Action to Protect Health.* *New England Journal of Medicine.* 2019;380(3):263-273. DOI: [10.1056/NEJMra180787](https://doi.org/10.1056/NEJMra180787)
- Maysoun A. et al. *Building a resilient and sustainable food system in a changing world – A case for climate-smart and nutrient dense crops.* *Global Food Security, Vol 28, 2021, 100477,* DOI: <https://doi.org/10.1016/j.gfs.2020.100477>

- Moysés SJ, Soares RC. *Planetary health in the Anthropocene.* *Health Promot Int.* 2019 Mar 1;34(Supplement\_1):i28-i36. DOI: [10.1093/heapro/daz012](https://doi.org/10.1093/heapro/daz012). PMID: 30753440.
- Otto, Ilona M., et al. *“Social Tipping Dynamics for Stabilizing Earth’s Climate by 2050.”* *Proceedings of the National Academy of Sciences of the United States of America, vol. 117, no. 5, 2020, pp. 2354–65.* JSTOR, <https://www.jstor.org/stable/26928832>



- Richardson K, et al. *Earth beyond six of nine planetary boundaries*. *Sci.Adv.*9, eadh2458 (2023). DOI:[10.1126/sciadv.adh2458](https://doi.org/10.1126/sciadv.adh2458)
- Sherman, J et al. *Sustainable and Resilient Health Care in the Face of a Changing Climate*. *Annual Review of Public Health*. Vol. 44:255-277. 2023. DOI: <https://doi.org/10.1146/annurev-publhealth-071421-051937>
- UNDP. *The Climate Dictionary*. Accessed 16 Jun 25. <https://www.undp.org/publications/climate-dictionary>
- Whitmee et al. *Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation–Lancet Commission on planetary health*. 2015 DOI:[https://doi.org/10.1016/S0140-6736\(15\)60901-1](https://doi.org/10.1016/S0140-6736(15)60901-1)

### **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 Virtual Learning Environment (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.