## ABOUT THIS DOCUMENT

This module specification applies for the academic year 2019-20

**Last revised** 07 August 2019 by Hannah Kuper, Morgon Banks and Tess Bright

London School of Hygiene & Tropical Medicine, Keppel St., London WC1E 7HT. [www.lshtm.ac.uk](http://www.lshtm.ac.uk)

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Module name</th>
<th>Global Disability and Health</th>
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<tbody>
<tr>
<td>Module code</td>
<td>3461</td>
</tr>
<tr>
<td>Module Organisers</td>
<td>Professor Hannah Kuper, Dr Morgon Banks and Tess Bright</td>
</tr>
<tr>
<td>Contact email</td>
<td><a href="mailto:Hannah.Kuper@lshtm.ac.uk">Hannah.Kuper@lshtm.ac.uk</a></td>
</tr>
<tr>
<td>Home Faculty</td>
<td>Infectious &amp; Tropical Diseases</td>
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<tr>
<td>Level</td>
<td>Level 7 (postgraduate Masters 'M' level) of the QAA <a href="https://www.qaa.ac.uk">Framework for Higher Education Qualifications</a> in England, Wales &amp; Northern Ireland (FHEQ).</td>
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<tr>
<td>Credit</td>
<td>15 credits</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Not currently accredited by any other body.</td>
</tr>
<tr>
<td>Keywords</td>
<td>Disability; impairment; rehabilitation; inclusive development</td>
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## AIMS, OBJECTIVES AND AUDIENCE

**Overall aim**

To familiarise students with the importance of disability in the global context, with a particular focus on aspects relevant to health and on low- and middle-income countries.

**Intended learning outcomes**

By the end of this module, students should be able to:

- Discuss the epidemiology of disability and specific impairments, including the application of different measurement tools for identifying people with disabilities;
- Demonstrate a systematic understanding of the general and specific health needs of people with disabilities;
- Critically evaluate access to and impact of health services amongst people with disabilities, including barriers and enablers to access;
- Interpret and apply evidence for promoting disability-inclusion in public health interventions.

**Target audience**

This module is intended for those interested in the relevance of disability to epidemiology, global public health and health policy, and vice versa. It is equally suitable for students with or without a background in disability and allied professions. This module is potentially available to all MSc programmes at the discretion of the Programme Director.
### CONTENT

**Session content**

The module is expected to include sessions addressing the following topics:

- **Conceptualising disability**: What is disability? What are the common conceptual models of disability?
- **Measuring disability**: What are the major types of impairment leading to disability, and what is their global distribution? How can disability be measured?
- **Disability and health**: Why are people with disabilities at risk of poor health? What is access to health? What are the barriers to accessing health services for people with disabilities? How are Universal Health Coverage and disability linked?
- **General and specific health needs for people with disabilities**: What is rehabilitation? What is assistive technology? How can we improve access to rehabilitation for people with disabilities? How can we improve access to general health services for people with disabilities?
- **Research and disability**: What are some of the additional ethical considerations for working with people with disabilities? How can we investigate access to health services for people with disabilities? What are participatory methods?
- **Disability and inclusive development**: Why is disability important, and why must disability be considered for development?

### TEACHING, LEARNING AND ASSESSMENT

**Study resources provided or required**

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. Reading lists, key publications or their links will be provided for each topic. PowerPoint handouts on each presentation will be provided via Moodle.

**Teaching and learning methods**

The module consists of lectures and group work sessions using a range of interactive methods.

**Assessment details**

The assessment will be a group presentation (40%) and an individual written essay (60%).

Resit/deferred/new attempts - The task will be to write an individual essay on a new topic. A new essay topic will be provided 3 weeks prior to the hand-in date.

**Assessment dates**

Assessments will take place during the last week of teaching.

Resit/deferred/new attempts – The next assessment deadline will be during mid/late September of the current academic year.

**Language of study and assessment**

English (please see ‘English language requirements’ below regarding the standard required for entry).

### TIMING AND MODE OF STUDY

**Duration**

5 weeks at 2.5 days per week

**Dates**

Wednesday lunchtime to Friday afternoon
<table>
<thead>
<tr>
<th><strong>Timetable slot</strong></th>
<th>Term 2 - slot D2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study</strong></td>
<td>The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule.</td>
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</table>
| **Learning time** | The notional learning time for the module totals 150 hours, consisting of:  
  - Contact time ≈ 42 hours  
  - Directed self-study ≈ 23 hours  
  - Self-directed learning ≈ 45 hours  
  - Assessment, review and revision ≈ 40 hours |

### APPLICATION AND ADMISSION

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<thead>
<tr>
<th><strong>Pre-requisites</strong></th>
<th>None</th>
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<tbody>
<tr>
<td><strong>English language requirements</strong></td>
<td>A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or whose prior university studies have not been conducted wholly in English must fulfil LSHTM's <a href="#">English language requirements</a>.</td>
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<table>
<thead>
<tr>
<th><strong>Student numbers</strong></th>
<th>20 (numbers may be capped due to limitations in facilities or staffing)</th>
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<tbody>
<tr>
<td><strong>Student selection</strong></td>
<td>Preference will be given to LSHTM MSc and LSHTM research degree students. Other applicants meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run. Partial Registration (partial participation) by LSHTM research degree students is allowed for this module.</td>
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