University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introduction to Public Health					
Module Code	UZVRT4-15-M		Level	M	Version	1
Owning Faculty	Health and Applied Sciences		Field	Health Community & Policy Studies		
Contributes towards	MSc Public Health MSc Environmental Health					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co- Requisites	None		
Excluded Combinations	Understanding Public Health UZVREX-20-M		Module Entry requirements	None		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	26/02/2014 v1.0

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of: 1. the theoretical, philosophical and conceptual foundations of public health, derived from the natural, social, human and environmental sciences. 2. the determinants of health and illness, particularly in relation to social, environmental and political contexts. 3. political values and ethical frameworks in public health. 4. historical and geographical trends in the development of public health. 5. health and social inequalities as determinants and consequences of health status and experience. 6. public health risk and surveillance from epidemiological and social science perspectives. 7. public health ethics, rights and accountabilities. 8. the contributions of different sectors, institutions and professions to public health .

Syllabus Outline	
	• Philosophical and theoretical perspectives on health, illness and public health, including epistemological and ontological arguments and social theories of subjectivity/objectivity, induction/deduction, structure, agency, human nature and modernity.
	• Philosophical perspectives on community and society: community organisation; group and organisational theory; political ideology (individualism, collectivism, communitarianism, market capitalism, etc).
	• Political and ethical values in public health: e.g. beneficence, equity, social justice, altruism, interdependence, social responsibility, harm principle, freedom, risk, etc.
	• Contributions of primary academic disciplines to public health, specifically sociology, ecology, psychology, education, political science, economics and biomedicine.
	• Historical and geographic trends and developments: evolution of the public health field; rise and prominence of biomedicine; national and international political developments (including WHO); global public health trends.
	• Determinants of health and illness: national and international trends; cultural, social, environmental and political contexts; key health drivers.
	• Inequalities in health, healthcare, opportunity and social status: social justice; rights and freedoms; local, national and international classification and social stratification (occupation, income, ethnicity, race, culture, religion, generation, age, gender, sexuality, opportunity and ability); political and ethical debates on inequality.
Contact Hours	There are 30 hours of contact time delivered through lectures, seminars and on-line activities. These comprise 8 taught 3.5 hour sessions scheduled in semester 1 and supplemented with additional online support. Up to one hour is available for one-to-one tutorial support.
Teaching and Learning Methods	Classroom based teaching comprises a mix of lectures, workshops and seminars, which include student-centred active learning techniques. Technology Enhanced Learning supplements taught sessions in the form of essential and supplementary online learning materials (via Blackboard). Module support is provided via Blackboard and via a programme Blog site. Podcasts and Videos are uploaded to Blackboard to support taught input.
Reading Strategy	**Core and Further Readings** Essential reading is indicated clearly in the annually updated module handbook and via Blackboard. Students are recommended two or three core textbooks that are available electronically via the UWE Library and to purchase if they choose. They are also required to access a particular range of peer reviewed academic journals to prepare for the assessment, which are accessible via Blackboard and the UWE Library. The module handbook indicates the range of essential reading required for the module. Additional recommended reading is available online via Blackboard and the UWE Library to support individual taught sessions and topic areas. Students are expected to identify other reading relevant to their chosen topic themselves, and required to read widely using the variety of online UWE library resources and bibliographic databases. The purpose of further reading is to ensure students take the opportunity to learn the required skills to access and research their topic, and become familiar with current research, classic works and material specific to their interests from the academic literature.

	Access and Skills Development of literature searching skills is supported by a Library seminar provided within the first semester of the programme. Students are presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library and accessed via the Library Services web pages http://www1.uwe.ac.uk/library/.
Indicative Reading List	**Indicative Reading List** The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. Its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings are available via the module handbook. Baggott R (2011) *Public Health: Policy and Politics.* 2nd Edition. Basingstoke: Macmillan. Cockerham WC (2013) *Social Causes of Health and Disease.* 2nd Edition. Cambridge: Polity. Department of Health (2010) *Healthy lives, healthy people: our strategy for public health in England.* London: Department of Health. Donaldson L, Scally G (2009) *Essential Public Health*. Milton Keynes: Radcliffe Publishing. Douglas J (2010) *A Reader in Promoting Public Health: Challenge and Controversy.* London: Sage. Graham H (ed) (2009) *Understanding Health Inequalities.* [online] 2nd Edition. Maidenhead: Open University Press. Hanlon P, Carlisle S, Hannah M, Lyon A (2012) *Future Public Health.* [online]. Buckingham: Open University Press. MacDonald T (1998) *Rethinking Health Promotion: A Global Approach*. London, Routledge. Marmot M (2010) *Fair Society, Healthy Lives: Strategic Review of Health Inequalities in England post 2010. (Marmot Review)* London: Marmot Review. Naidoo J, Wills J (2009) *Developing Practice for Public Health and Health Promotion*. [online] 3rd Edition. Oxford: Bailliere Tindall. Nettleton S (2013) *The Sociology of Health and Illness*. 3rd Edition. Cambridge: Policy Press. Orme J, Powell J, Taylor P, Harrison T, Grey M (eds) (2003) *Public health for the 21st Century: New Perspectives on Policy, Participation and Practice.*[online]. Maidenhead: Open University Press/McGraw-Hill Education. Pencheon D, Guest C, Melzer D, Muir Gray JA (eds) (2006) *Oxford Handbook of Public Health Practice.* 2nd ed. Oxford: Oxford University Press. Petersen A, Lupton D (2000) The New Public Health: Health and Self in the Age of Risk. London, Sage Publication. Shilling C (2012) *The Body and Social Theory*. 3rd Edition. London: Sage. Sim F, McKee M (2011) *Issues in Public Health*. 2nd Edition. Buckingham: Open University Press. Stewart J, Cornish Y (2009) *Professional Practice in Public Health*. Reflect Press.

Tulchinsky TH, Varavikova EA (2008) *The New Public Health*. [online] 2nd Edition. London: Academic Press.

Walker P, John M. (2011) *From Public Health to Wellbeing: the New driver for Policy and Action*. London: Palgrave.

Wilkinson R, Pickett K (2009) *The Spirit Level: Why More Equal Societies Almost Always Do Better.* London: Allen Lane.

Journals
American Journal of Public Health
BMC Public Health
British Medical Journal
Critical Public Health
Critical Social Policy
European Journal of Public Health
Global Public Health
Health
Health and Place
Health, Risk and Society
Journal of Public Health
Public Health
Sociology of Health and Illness
Social Science and Medicine

Part 3: Assessment

Assessment Strategy	Students must undertake one coursework component in the form of a 3000 word essay. The assignment is submitted via Blackboard. The assignment is supported with formative assessment workshops (classroom based and provided in Blackboard Collaborate) and assignment guidance is provided by the module team and online in Blackboard. It is also supported by the PAL led discussion based workshops where students can discuss with the previous cohort how to prepare for this assignment. Examples of former assignments (with different topics) are also provided for guidance. Component A - Coursework (100% weighting): Students are required to write an essay, which explores and critically analyses a public health issue from a multidisciplinary perspective. To provide a focus for the assignment, students are provided with several contemporary public health topics, accompanied by recent newspaper articles that have reported on the issue. They are required to select one of the topics and prepare an assignment that [1] critiques how the public health issue has been "framed" by the media, and [2] explores and critically analyses the public health issue from a multidisciplinary perspective. To prepare for the assignment, students must investigate and research the public health literature on the selected topic, and the essay should demonstrate familiarity and insight into explanations of public health, the social determinants of health and of health inequalities. This assignment assesses all Learning Outcomes. Full assessment details are published in the module handbook at the start of the module and on Blackboard.

Identify final assessment component and element	Component B: Presentation		
% weighting between components A and B (Standard modules only)		**A:** 100%	**B**:

First Sit	
Component A (controlled conditions) **3000 word essay**	**Element weighting** **100%**
Component B **n/a**	**Element weighting**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **3000 word essay**	**Element weighting** **100%**
Component B **n/a**	**Element weighting**
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	