



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Environmental and Public Health (online)				
Module Code	UZVRT7-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health Community & Policy Studies		
Contributes towards	PG Cert, PG Dip, MSc Environmental Health / Environmental Health Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations			Module Entry requirements	None	
Valid From	January 2015		Valid to	September 2019	

<b>CAP Approval Date</b>	22 <sup>nd</sup> October 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. theoretical, philosophical and conceptual foundations of environmental and public health, derived from the natural, social, human and environmental sciences.</li> <li>2. determinants of health and illness, particularly in relation to social, environmental and political contexts.</li> <li>3. political values and ethical frameworks in environmental and public health.</li> <li>4. historical and geographical trends in the development of environmental and public health.</li> <li>5. health and social inequalities as determinants and consequences of health status and experience.</li> <li>6. health risk and surveillance from epidemiological and social science perspectives.</li> <li>7. environmental and public health ethics, rights and accountabilities.</li> <li>8. contributions of different sectors, institutions and professions to environmental and public health.</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Philosophical and theoretical perspectives on health, illness, public health and environmental health, including epistemological and ontological arguments and social theories of subjectivity/objectivity, induction/deduction, structure, agency, human nature and modernity.</li> <li>• Philosophical perspectives on community and society: community organisation; group and organisational theory; political ideology (individualism,</li> </ul>

	<p>collectivism, communitarianism, market capitalism, etc).</p> <ul style="list-style-type: none"> <li>• Political and ethical values in environmental and public health: e.g. beneficence, equity, social justice, altruism, interdependence, social responsibility, harm principle, freedom, risk, etc.</li> <li>• Contributions of primary academic disciplines to environmental and public health, specifically sociology, ecology, psychology, education, political science, economics and biomedicine.</li> <li>• Historical and geographic trends and developments: evolution of the environmental and public health field; rise and prominence of biomedicine and scientific rationality; national and international political developments (including WHO and UN); global environmental and public health trends.</li> <li>• Determinants of health and illness: national and international trends; cultural, social, environmental and political contexts; key health drivers.</li> <li>• 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.</li> </ul>
Contact Hours	<p>This is a distance learning module; there are no face-to-face contact hours. Directed learning is provided for each module, more detail of which is provided in the online Module Handbook and on the module Blackboard site. Students are supported via on-line communication (e.g. e-mail, collaborate, etc.). Approximately 30 hours of directed study (e.g. online lectures, seminars, etc) are delivered via Blackboard.</p>
Teaching and Learning Methods	<p>Teaching is delivered in the format of online lectures, as audio podcasts or video capture, using appropriate software (e.g. Adobe Presenter, PowerPoint, etc.), online seminars and other web-based activities. Online seminar activities engage student-centred active learning techniques using online, Blackboard-based discussion platforms (e.g. Collaborate or equivalent) and blogs.</p> <p>Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.</p>
Reading Strategy	<p><b>Core and Further Readings</b></p> <p>All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended two or three core e-textbooks, which they can choose to purchase if they wish. They are required to access a range of indicated peer reviewed online academic journals to prepare for the assignment, all accessible via the online UWE Library.</p> <p>All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice relevant to the syllabus.</p> <p><b>Access and Skills</b></p> <p>Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at <a href="http://www1.uwe.ac.uk/library/">http://www1.uwe.ac.uk/library/</a>.</p>
Indicative	<b>Indicative Reading List</b>

## 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's Blackboard homepage.

### Textbooks

- Baggott, R. (2011) *Public Health: Policy and Politics*. 2<sup>nd</sup> ed. Basingstoke: Macmillan.
- Barry, A. and Yuill, C. (2012) *Understanding the Sociology of Health*. 3<sup>rd</sup> ed. London: Sage.
- Cockerham, W.C. (2013) *Social Causes of Health and Disease*. 2<sup>nd</sup> ed. Cambridge: Polity.
- Curtis, S. (2004) *Health and Inequality: Geographical Perspectives*. [online] London: Sage.
- Donaldson, L. and Scally, G. (2009) *Essential Public Health*. Milton Keynes: Radcliffe Publishing.
- Graham, H. ed. (2009) *Understanding Health Inequalities*. 2<sup>nd</sup> ed. Maidenhead: Open University Press.
- Hanlon, P., Carlisle, S., Hannah, M. and Lyon, A. (2012) *Future Public Health*. Buckingham: Open University Press.
- Killoran, A. and Kelly, M. (2010) *Evidence-based Public Health: Effectiveness and Efficiency*. Oxford: Oxford University Press.
- Laverack, G. (2009) *Public Health: Power, Empowerment and Professional Practice*. 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan.
- Marmot M. (2010) *Fair Society, Healthy Lives: Strategic Review of Health Inequalities in England post 2010. (Marmot Review)* London: Marmot Review.
- Orme, J., Powell, J., Taylor, P., Harrison, T. and Grey, M. eds. *Public health for the 21<sup>st</sup> Century: New Perspectives on Policy, Participation and Practice*. Maidenhead: Open University Press/McGraw-Hill Education.
- Petersen, A. and Lupton, D. (1996) *The New Public Health*. London: Sage.
- Sim, F and McKee, M. (2011) *Issues in Public Health*. 2<sup>nd</sup> ed. Buckingham: Open University Press.
- Tulchinsky, T.H., Varavikova, E.A. (2008) *The New Public Health*. 2<sup>nd</sup> ed. London: Academic Press.
- Walker, P. and John, M. (2011) *From Public Health to Wellbeing: the New driver for Policy and Action*. London: Palgrave.
- Wilkinson, R. and 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
	Relevant recommended websites are listed in the online module handbook and on Blackboard.

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. Full details can be found in the Module Handbook and on the module's Blackboard site.</p> <p>For this module, students must undertake one assignment with a controlled conditions element. The assignment assesses all of the module's Learning Outcomes. All assignment details are published on the module's Blackboard site on commencement of the module.</p> <p>For the assignment, students must write a 3000 word essay that critically analyses a contemporary environmental or public health issue and evaluates its relevance to health and social inequality. Students are also required to undertake an online viva, as the controlled conditions element, where they are asked to reflect upon the essay/issue. The essay is submitted via Blackboard by the deadline published on the Blackboard site at the beginning of the module. Tailored reading materials required to prepare for the assignment are provided at the start of the module via Blackboard.</p> <p>The controlled conditions viva is undertaken after submission of the essay and asks the student to reflect upon the choice of topic, the experience of researching the topic and its perceived relevance to the students' overall programme/award and /or professional practice/experience. The viva, lasting approximately 30 minutes, is undertaken via webcam.</p> <p>Opportunities exist for formative assessment in the module, through Blackboard collaborate sessions and individual feedback.</p>

Identify final assessment component and element	Component B: essay	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	30%	70%
<b>First Sit</b>		
<b>Component A (controlled conditions):</b>	<b>Element weighting</b>	
<b>online live reflective viva</b>	100%	
<b>Component B:</b>		
<b>3000 word essay</b>	100%	
<b>Resit (further taught input is not required)</b>		
<b>Component A (controlled conditions):</b>	<b>Element weighting</b>	
<b>online live reflective viva</b>	100%	
<b>Component B:</b>		
<b>3000 word essay</b>	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		