



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	PHM201
<b>Module Title</b>	Health Decision Science
<b>Module Organiser(s)</b>	Andy Clark
<b>Contact</b>	<p>The LSHTM distance learning programmes and modules are run in collaboration with the University of London. Enquiries may be made via their <a href="#">Student Advice Centre</a></p> <p>(Enquiries from face-to-face i.e. London-based LSHTM MSc or research students regarding study of DL modules should be emailed to: <a href="mailto:distance@lshtm.ac.uk">distance@lshtm.ac.uk</a> )</p>
<b>Faculty</b>	<a href="#">Public Health &amp; Policy: London School of Hygiene &amp; Tropical Medicine</a>
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100404: 101317: 100091
<b>Mode of Delivery</b>	Distance Learning
<b>Mode of Study</b>	Self-study, through the online Virtual Learning Environment
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	<p>Students who undertake this module are expected to be familiar with Excel, and capable of carrying out basic functions (such as inserting formulae into cells, producing simple charts and tables, drawing box and arrow diagrams etc.). Some of the worked examples do contain more complex formulae and students will benefit from more advanced Excel knowledge if they wish to explore these in more detail. However, this is not a requirement of the module. Students should be reasonably numerate and feel confident in basic mathematics (primarily arithmetic) and simple logic.</p>
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	None



<b>Target Audience</b>	This module is available to students registered for the MSc and PGDip in Public Health. It is recommended for students studying the MSc Public Health: Health Services Management stream. It can also be taken by those studying for the MSc Clinical Trials, MSc Global Health Policy and Epidemiology programmes. Alternatively, it can also be taken as an individual module.
<b>Module Description</b>	This module reviews different types of analytical models which can support decision-making in health care management.
<b>Duration</b>	Studies for distance learning modules begin in early October. Once fees have been paid, the module core textbook will be sent to students or made available in e-format and all other module materials will be made available on Moodle. Students may start their studies at any time from the beginning of October and work through the material until the examination at the beginning of June. Students must also submit an assignment for assessment.
<b>Last Revised (e.g. year changes approved)</b>	04/2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Public Health: Health Services Management (Distance Learning - University of London Worldwide)	Recommended
PGDip/MSc Clinical Trials (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide)	Elective
PGDip/MSc Epidemiology (Distance Learning - University of London Worldwide)	Elective

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: develop students' understanding of the roles, strengths and weaknesses of different modelling approaches to support health decision-making.

### Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. recognise and explain key elements of the health decision-making process;
2. distinguish different decision-making approaches and evaluate their strengths and weaknesses in particular health situations;
3. choose decision-making approaches that are appropriate to particular health situations; and
4. design simple decision-making approaches and apply them to real-world or hypothetical health situations.

### Indicative Syllabus

#### Session Content

The lectures are the primary learning resource. Further reading (essential and optional) will be outlined at the end of each lecture. The lectures will cover the following topics:

- a) introduction to the field of health decision science;
- b) building consensus (stakeholders, problem, options and criteria);
- c) the role of health outcomes modelling;
- d) the role of health service resource modelling;
- e) the role of health economics;
- f) making decisions under uncertainty;
- g) making decisions with multiple criteria; and,
- h) communicating evidence to health decision-makers.

### Teaching and Learning

#### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	110	73.3%
Self-directed learning	0	0
Assessment, review and revision	40	26.6%
<b>Total</b>	<b>150</b>	<b>100%</b>

### Teaching and Learning Strategy

Learning is through directed self-study. A guide to studying the module is provided, together with access to a range of study resources, discussion forums and collaborate sessions. The textbook that supports this module provides a detailed set of learning objectives at the start of each chapter, and also offers focused reading and various learning activities. Students are strongly encouraged to participate in the module-specific discussions and Collaborate sessions to obtain tutor support, and to make use of the LSHTM on-line library resources. Each topic is taught through a combination of video lectures, practical topic-based learning activities and focused reading. The module will be assessed by a single summative assignment (with written feedback provided), and an exam.

Each lecture will focus on one of the more prominent analytical techniques described in the module textbook. The textbook and additional online reading materials can be used to provide more in-depth understanding of those topics. Students are not expected to cover techniques in the textbook that are not introduced in the lecture slides.

At least three interactive collaborate sessions will be held throughout the academic year and students are strongly encouraged to participate in these.

Student support is available from the module tutors through the online discussion forum. Module tutors provide written feedback (visible to all students) here, and offer individual feedback on an assessed assignment submitted by the student.

### Assessment

#### Assessment Strategy

This module is assessed via one required assignment worth 30% of the student's overall module mark and a summative exam of 2 hours and 15 minutes that is worth 70% of the student's overall module mark. For the summative exam, students are advised to spend the first 15 minutes reading the instructions and questions.

#### Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	Please see the Assignment Instructions for details.	30%	All
Exam	2-hour 15 minute	70%	All

Assignments for this module can be submitted only once annually - no later than 31 March - and must be submitted via the online Assignment Management System.

Unseen written examinations for DL modules are held once a year, in June (including resits). Examinations are normally taken in a student's country of residence, in one of over 650 examination centres worldwide (arranged mainly through Ministries of Education or the British Council). A list of examination centres can be found at [University of London Examination Centres](#)

A local fee will be payable direct to the examination centre. This fee is in addition to the programme/module fee and is set by, and paid directly to, the individual examination centres. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount.

### **Resitting assessment**

Resits will accord with the LSHTM's [Resits Policy](#)

## **Resources**

The following materials are provided to students after registration and fee payment for this module in September/October:

- A brief guide to studying the module;
- A series of PowerPoint lecture slides;
- The main textbook: *Analytical Models for Decision Making* (2<sup>nd</sup> edition) by Colin Sanderson and Reinhold Gruen and accompanying CD containing exercises. The exercises (only) are also available to download from Moodle;
- A reading list including details of both required and optional reading and links to selected papers;
- Access to the LSHTM Virtual Learning Environment (VLE) - Moodle, where students can access a range of materials, including some of the materials listed above; participate in module-specific discussion forums and Collaborate sessions and access the LSHTM online library resources.

Please note the textbook will be made available in e-format or hard copy. All other materials may be accessed via the LSHTM VLE – Moodle.



## **Teaching for Disabilities and Learning Differences**

The module-specific site on Moodle provides students with access to the majority of the module learning materials, including a study guide and online reading list (detailing both essential and recommended readings), and additional resources including supplementary exercises and optional lecture recordings. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible. 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. Please contact the University of London through the 'Ask a question' resource on the Student Portal if you require any documents in an alternative format.