MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	GHM104
Module Title	Issues in Global Health Policy
Module Organiser(s)	Ana B. Amaya
Faculty	<u>Public Health & Policy</u>: London School of Hygiene & Tropical Medicine
FHEQ Level	Level 7
Credit Value	**CATS** 15 **ECTS** 7.5
HECoS Code	100648
Mode of Delivery	Distance Learning
Mode of Study	Directed self-study, through online materials via the Virtual Learning Environment
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	None
Target Audience	This module is compulsory for the PGCert/PGDip/MSc Global Health Policy by Distance Learning, and can also be taken as a standalone module. This module will be of interest to students intending to research or work in health policy-making with a global or international focus.
Module Description	This module serves to introduce and integrate key concepts, theories, methods and topics to further understanding of major issues in global health. The module will begin by covering how global health policy can be defined, including ways to conceptualise and develop collective action to address global health issues.

	The module primarily focuses on issues that impact middle- and low-income countries, although some of the sessions also discuss issues relevant to high-income countries.
Duration	Moodle is open to access from 2nd October. Students then plan their own studies between October and June.
Last Revised (e.g. year changes approved)	March 2023

Programme(s) This module is linked to the following programme(s)	**Status**
PGCert/PGDip/MSc Global Health Policy (University of London)	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • enhance student understanding of global health policy through the application of concepts, theories and methods to key global health issues.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. define global health policy, using specific examples, and the specific challenges of making public policy in a global context; 2. discuss concepts and theories that describe how global health policy occurs; 3. apply these concepts and theories to analyse selected global health issues; 4. assess how to facilitate collective action to develop global health policy.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Introduction; • The Global Risk from Pandemic Influenza; • The Political Economy of the Global AIDS Response; • Global Strategies for Tackling Noncommunicable Diseases; • Access to Pharmaceuticals in a Globalised World; • Global Health Impacts of Illicit Activities; • Population Mobility and Global Health;

Session Content
- Environmental Change and Emerging Infections;   - Global Dimensions of Sexual and Reproductive Health;   - Horizontal and Vertical Approaches to Global Health;   - The Emergence of New Aid Donors for Global Health Development;   - Global Dimensions of Mental Health;   - Health Equity in a Globalising World;   - Conclusions.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Directed self-study	84	56
Self-directed learning	16	11
Assessment, review and revision	50	33
Total	**150**	**100**

Teaching and Learning Strategy
Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted assessed assignments.

Assessment

Assessment Strategy
Formal assessment of this module includes a time-limited assessment(70%) and an assessed assignment (30%). The time-limited assessment represents a higher percentage of the grade given that it requires the student apply the knowledge gained throughout the module by answering set questions in essay form based on the module intended learning outcomes. The assessed assignment specifically seeks to address intended learning outcome 3 (apply these concepts and theories to analyse selected global health issues). In the assessed assignment, students will develop policy advice on an issue covered in the module and will receive written feedback on their work.

Assessment Strategy
If students fail the module overall, they are allowed one further attempt at the failed element.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Assessed Assignment	1,500 words	30	3
Time-limited assessment	TBC	70	1-4

Formative 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. Time-limited assessments for DL modules are held once a year, mostly in June (including resits). Assessments are held in accordance with University of London's annual guidance. Please note that a separate assessment fee may be payable in addition to the module fee. Further details will be communicated as soon as the final decisions are known.

Resitting assessment
Resits will follow the LSHTM Resits Policy, which is published at the start of each academic year. The current policy can be found here: Resits Policy.

Resources

Indicative reading list

1. Brugha, R., Bruen, C. & Tancharoensanthien, V. (2014). Understanding Global Health Policy. In G. Grown, G. Yamey & S. Wamala (Eds.), *Handbook of Global Health Policy*. (pp. 21-46). Wiley Blackwell.

2. Moloney, K. & Stone, D. (2019). Beyond the State: Global Policy and Transnational Administration. *International Review of Public Policy*, *1*(1), 104-118.

3. Gostin, L.O. (2014). *Global Health Law*. Harvard University Press (pp. 359-378).

4. Kamradt, S.A. (2012). Changing perceptions: of pandemic influenza and public health responses. *American Journal of Public Health*, *102*(1), 90-98.

5. Bekker, L.G., Alleyne, G., Baral, S., Cepeda, J., Daskalakis, D., Dowdy, D., … Beyrer, C. (2018). Advancing global health and strengthening the HIV response in the era of the Sustainable Development Goals: The International AIDS Society—Lancet Commission. *Lancet*, *392*(10144), 312–58.

6. Reubi, D., Herrick, C., & Brown, T. (2016). The politics of non-communicable diseases in the global South. *Health and Place*, *39*, 179-187.

7. Tenni, B., Moir, H., Townsend, B., Kilic, B., Farrell, A., Keegel, T. & Gleeson, D. (2022). What is the impact of intellectual property rules on access to medicines? A systematic review. *Globalization and Health*, *18*:40. DOI: 10.1186/s12992-022-00826-4

8. Liberman, J. (2012). Combating Counterfeit Medicines and Illicit Trade in Tobacco Products: Minefields in Global Health Governance. *The Journal of Law, Medicine & Ethics*, *40*(2), 326-347.

9. Baker, R.E., Mahmud, A.S., Miller, I.F., Rajeev, M., Rasambainarivo, F., Rice, B.L., … Metcalf, C.J.E. (2022). Infectious disease in an era of global change. *Nature Reviews: Microbiology*, *20*(4), 193-205.

10. Starrs, A., Ezeh, A., Baker, G., Basu, A., Bertrand, J., Blum, R., … Ashford, L. (2018). Accelerate Progress – Sexual and Reproductive Health and Rights for All: Report of the Guttmacher-Lancet Commission. *Lancet*, *391*(10140), 2642-2692.

11. Knaul, F., Bhadelia, R., Atun, R. & Frenk, J. (2015). Achieving effective universal health coverage and diagonal approaches to care for chronic illnesses. *Health Affairs*, *34*, 1514. DOI: 10.1377/hlthaff.2015.0514

12. Gray, K. & Gills, B.K. (2016). South-South cooperation and the rise of the Global South. *Third World Quarterly*, *37*(4), 557-574.

Other resources
A full list of essential, recommended and further reading is given for each session.

Teaching for Disabilities and Learning Differences

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.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the Inclusive Practice/Access Arrangements page of the University of London website.