



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	2608
<b>Module Title</b>	Planetary Health in Practice
<b>Module Organiser(s)</b>	Rosemary Green, Sarah Whitmee, Lorna Benton
<b>Faculty</b>	EPH
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	Face to face and online
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	Fundamentals of Climate Change and Planetary Health Methods in Climate Change and Planetary Health
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	None
<b>Target Audience</b>	This module is compulsory for students on the MSc Climate Change and Planetary Health programme.
<b>Module Description</b>	This module will draw together the knowledge and skills acquired in the preceding MSc Climate Change & Planetary Health modules and apply them to design and plan evidence generation and translation for decision-making in planetary health. Students will receive hands-on experience in contributing to evidence generation for planetary health policy and practice. No specialist knowledge is needed for this module, but an interest in interdisciplinary learning and integrating concepts from different disciplines is essential.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Term 2 (Slot D1)
<b>Last Revised (e.g. year changes approved)</b>	N/A (programme validated in 2023)

<b>Programme(s)</b>	<b>Status</b> <i>(Compulsory/Recommended Option)</i>
This module is linked to the following programme(s)	
MSc Climate Change and Planetary Health	Compulsory

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
<p>The overall module aims are to:</p> <ul style="list-style-type: none"> <li>Equip students with the skills to design and implement evidence generation and translation for impact on current planetary health challenges; and</li> <li>Develop students' ability to successfully navigate the barriers and opportunities of working in the trans-disciplinary field of planetary health.</li> </ul>

<b>Module Intended Learning Outcomes</b>
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> <li>Evaluate levers of change in planetary health: moving from evidence to practice at the local, national and international scale.</li> <li>Integrate public and stakeholder engagement into planetary health research.</li> <li>Critically appraise the implementation and outcomes of a planetary health initiative.</li> <li>Construct visualisations and presentations using data on planetary health to effectively communicate research with a wide audience.</li> <li>Effectively collaborate with inter-disciplinary teams on core issues around climate change and planetary health.</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> <li>Framing planetary health for accelerated impact – an introduction to evidence translation</li> <li>Planetary health governance and the political economy of planetary health – levels of decision-making and spheres of influence</li> <li>Planetary health perspectives with a focus on the Global South – how do views of planetary health differ across regions and cultures? How has history shaped the way we define and implement planetary health solutions? What are students' own perspectives of planetary health from their countries of origin?</li> </ul>



### Session Content

- Decolonising planetary health – indigenous perspectives
- Equity and disability in planetary health – with a focus on water and sanitation
- Identifying and engaging with key actors, institutions and policies in achieving planetary health outcomes.
- Public perceptions of environment and health issues and changing social norms.
- Moving from planetary health research to legislation and agreements – partnerships and advocacy
- Data visualisation skills for translating research findings
- Qualitative skills for participatory research in planetary health
- Citizen science and its role in planetary health
- Contextual barriers and enabling factors for the success of planetary health approaches (from intervention design and formulation through to implementation and evaluation).
- Policy maker perspectives on how scientific evidence is received and used

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30	20%
Directed self-study	40	26.67%
Self-directed learning	35	23.33%
Assessment, review and revision	45	30%
<b>Total</b>	<b>150</b>	<b>100%</b>

### Teaching and Learning Strategy

Teaching consists of sessions over 5 weeks covering 2.5 days each week in Term 2, Slot D1 and is generally comprised of lectures, practical assignments and seminar/group activities, including class discussions and presentations; guided reading; reviewing and evaluating case studies and practical examples and critical review of the literature (through individual, group and class work)

## Assessment

### Assessment Strategy

Summative Assessment will be based on a group presentation (40%) and an individual report of 2000-2500 words (60%).

Group work over the duration of the module to deliver a group presentation at the end of the module (20 min + 10 min for question. 40% of the overall mark). The group work will build the scaffolding to the individual essay.

A written individual essay on the topic chosen for the group presentation focusing on evaluation of an implemented planetary health action with an individual reflection on how the group work progressed and the student's individual contribution (2,500 words, accounting for 60% of the overall mark).

Formative assessment methods including individual presentations in seminar groups will be used to measure students' progress.

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group Presentation	20 min +10 min for questions	40	1,2,4,5
Essay	2500 words	60	1,3,4

### Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

The format of the resit for written assessments will be the same as that of the original assessment but will be based on different data and / or examples.

For individual students resitting a group assessment there will be an opportunity to give an individual presentation on a different topic from those covered by the original group presentation. The remainder of the assessment will follow the same format as the group presentation.

## Resources

### Indicative reading list

Core textbook:

Haines A and Frumkin F (2021). *Planetary Health: Safeguarding human health and the environment in the anthropocene*. Cambridge University Press.

Recommended reading:

Bicchieri C, Lindemans JW, Jiang T. A structured approach to a diagnostic of collective practices. *Front Psychol*. 2014 Dec 5;5:1418. doi: 10.3389/fpsyg.2014.01418. PMID: 25538666; PMCID: PMC4257103.

Dasandi, Niheer, et al. "Engagement with health in national climate change commitments under the Paris Agreement: a global mixed-methods analysis of the nationally determined contributions." *The Lancet Planetary Health* 5.2 (2021): e93-e101.

Jones R, Reid P and Macmillan A (2022). "Navigating fundamental tensions towards a decolonial relational vision of planetary health". *Lancet Planetary Health* 6(10): e834-e841.

Nemet, Gregory F., Tracey Holloway, and Paul Meier. "Implications of incorporating air-quality co-benefits into climate change policymaking." *Environmental Research Letters* 5.1 (2010): 014007.

Redvers N, Celidwen Y, Schultz C, Horn O and Githaiga C (2022). "The determinants of planetary health: an Indigenous consensus perspective". *Lancet Planetary Health* 6(2): e156-e163.

Rossa-Rocor V, Giang A and Kershaw P (2021). "Framing climate change as a human health issue: enough to tip the scale in climate policy?" *Lancet Planetary Health* 5(8): e553-e559.

Sarmiento Barletti, JP and Larson AM (2017). "Rights abuse allegations in the context of REDD+ readiness and implementation". *CIFOR Infobrief* 190.

Sherman MH and Ford J (2013). "Stakeholder engagement in adaptation interventions: an evaluation of projects in developing nations". *Climate Policy* 14(3): 417-441.

### Other resources

R for Data Science: Import, Tidy, Transform, Visualize, and Model Data  
<https://r4ds.had.co.nz/> - free to view online

RStudio Cheatsheets inc Data Visualization with ggplot2  
<https://posit.co/resources/cheatsheets/> - free to download online

Greener NHS: <https://www.england.nhs.uk/greenernhs/>



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle will provide students with access to lecture notes and copies of the slides used during the lecture prior to the lecture in accessible formats (Word/PDF and PPT/PDF). All lectures will be recorded and made available on Moodle.

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. All students have access to “SensusAccess” software which allows conversion of files into alternative formats.

The module will provide additional support for students with disabilities and learning differences in accordance with the Student Support Services section of the Student Handbook.