



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2024-25
<b>Module Code</b>	1807
<b>Module Title</b>	Health Promotion Approaches and Methods
<b>Module Organiser(s)</b>	Wendy Macdowall
<b>Faculty</b>	Public Health & Policy
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101317: 101307
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	<p>For 2024-25 this module will be delivered by predominantly face-to-face teaching modes.</p> <p>Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).</p>
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	This module is open to students who have taken the Term 1 pre-requisite module <i>Foundations of Health Promotion (1109)</i> . Only in exceptional circumstances will other students who have not undertaken <i>Foundations of Health Promotion (1109)</i> be allowed to take this module. Such cases should be discussed with the Module Organiser.
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Indicative number of students)</b>	40



<b>Target Audience</b>	This module is compulsory for students following the Health Promotion Stream of the MSc in Public Health and will be of interest to other students wanting to learn more about different approaches and methods for promoting health.	
<b>Module Description</b>	In this module students will be introduced to a range of different approaches and methods for promoting health at the individual, community and population levels. There is no simple divide between 'effective' and 'ineffective' methods. Instead different methods will be effective at achieving different aims with different groups in different contexts. A health promotion programme which is designed to address the multiple determinants of a public health problem is likely to consist of a number of interventions. So although necessarily arranged in discrete lectures, you should consider these approaches and methods as potentially complementary rather than as competitors.	
<b>Duration</b>	5 weeks at 2.5 days per week	
<b>Timetabling slot</b>	C1	
<b>Last Revised (e.g. year changes approved)</b>	September 2024	
<b>Programme(s)</b> This module is linked to the following programme(s)	<b>Status</b>	
MSc Public Health (Health Promotion)	Compulsory	
MSc Public Health	Recommended	
MSc Public Health for Development	Recommended	



## Module Aim and Intended Learning Outcomes

### Overall aim of the module

The overall module aim is to:

- Provide students with an overview and critical appreciation of a range of approaches and methods for promoting health, at the individual, community and population levels.

### Module Intended Learning Outcomes

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

1. Describe a range of different approaches and methods for promoting health and their theoretical underpinnings;
2. Critically evaluate the approaches and methods covered in the module and their strengths and weaknesses;
3. Assess the appropriate application of different approaches and methods in a variety of contexts.

## Indicative Syllabus

### Session Content

The module is expected to cover the following topics:

- Motivational interviewing
- Peer education
- Theatre in health promotion
- Mass media campaigns
- Social marketing
- Nudge
- Community mobilisation
- Structural approaches
- Settings-based approaches

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	27	18%
Directed self-study	25	17%
Self-directed learning	30	20%
Assessment, review and revision	68	45%
<b>Total</b>	<b>150</b>	<b>100%</b>

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

#### Teaching and Learning Strategy

Teaching will be by lectures and plenary-style seminars. There will be 10 half-day sessions, most of which will take the form of a one-hour lecture linked to a one-and-a-half-hour plenary-style seminar. The seminars will consist of a range of different tasks including role-play, group-work and presentations.

## Assessment

#### Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

Students will be asked to select a public health issue of interest to them (e.g. CHD, alcohol misuse, mental health, nutrition or anything else relevant to public health) and to pick one of the approaches/methods from the module, and then use their essay to consider how that approach/method could be applied to that particular problem.



## Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2000	100%	1-3

### Resitting assessment

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



## Resources

### Indicative reading list

Nutland W and Cragg L (eds). 2015. Health Promotion Practice (Understanding Public Health) 2<sup>nd</sup> edition. Maidenhead: Open University Press.

*Understanding Motivational Interviewing*. Motivational Interviewing Network of Trainers (MINT), Virginia (VA), USA, 2019

Blankenship, K.M., Friedman, S.R., Dworkin S., Mantell J. E. Structural interventions: concepts, challenges and opportunities for research. *J Urban Health*. 2006 Jan;83(1):59-72

Dodd, S., Widnall, E., Russell, A.E. *et al*. School-based peer education interventions to improve health: a global systematic review of effectiveness. *BMC Public Health* **22**, 2247 (2022). <https://doi.org/10.1186/s12889-022-14688-3>

Firestone, R., Rowe C. J., Modi S. N., Sievers, D., The effectiveness of social marketing in global health: a systematic review, *Health Policy and Planning*, Volume 32, Issue 1, February 2017, Pages 110–124

Minckas, N., Shannon, G., Mannell, J. The role of participation and community mobilisation in preventing violence against women and girls: a programme review and critique. *Glob Health Action*. 2020 Dec 31;13(1):1775061. doi: 10.1080/16549716.2020.1775061.

Marteau T *et al*. Judging nudging: can nudging improve population health? *BMJ* 2011; 342 doi: <http://dx.doi.org/10.1136/bmj.d228> (Published 25 January 2011)

Sawney, F. (2006). *Theatre in Health Promotion*. Chapter 6 in: Macdowall W, Bonell C, Davies M, (editors), Health Promotion Practice. Maidenhead: Open University Press; p86-96.

Murray, J., Head, R., Sarrassat, S., *et al* Modelling the effect of a mass radio campaign on child mortality using facility utilisation data and the Lives Saved Tool (LiST): findings from a cluster randomised trial in Burkina Faso *BMJ Global Health* 2018;3:e000808.

Tones K, Green J, Cross R, Woodall J (2015). *Settings for Health* Chapter 10 in Tones K, Green J, Cross R, Woodall J Health Promotion: Planning and Strategies. London: Sage.



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to “[SensusAccess](#)” software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).