**I MODULE INTRODUCTION**

1 LETTER OF WELCOME

# *School of Public Health*

*University of the Western Cape*

*Private Bag X17*

*Bellville*

*7535*

*South Africa*

*Dear colleague*

***Welcome to your first module, “Introducing Public Health: Its Basis and Scope”.***

*The module aims to introduce you to a wide range of Public Health issues which will then be developed in more detail across the other five modules of this programme.*

*Most of you are likely to be working in the public health sector, be it as part of your country’s national department of public health, a non-governmental organization or a sector which has some linkage with Public Health. This means that you have valuable experience to bring to your studies. On the other hand, you probably have not had the opportunity to engage in much depth with the field of study which we call Public Health (with capital letters). The issues and debates that are central to this field or discipline (Public Health) are important in strengthening the health systems of “developing” countries, which are now more commonly described as “Lower and Middle Income Countries”.*

*This module is regarded as an orientating process – through it we hope that you will become familiar with the conceptual vocabulary and the tools you’ll need for the programme. As far as is possible, we plan to engage you in active learning, even though you are studying at a distance, and to this end you will be required to write two assignments, and to prepare a portfolio. The assignments must be submitted during the course of this module; the portfolio must be submitted by the end of your programme which may be at the end of Year 1 or 2 of study, depending on your chosen pace of study. You need to work consistently on the portfolio, as it is an important component of your learning, but will hopefully also provide you with a helpful addition to your curriculum vitae. There is more about the portfolio in section 3 of the Module Introduction. Note that it is an e-portfolio, i.e.it is lodged online: you will be guided through this process.*

*By reading through this Module Introduction you will get a clearer picture of the topics that will be covered, the activities you will engage in, the assignments and portfolio requirements of the module and the outcomes we hope you will achieve. It will therefore be of great benefit to you to read through it carefully. As a distance learner, this is our main way of orientating you: if you skip over it, you will probably be lost. In addition, acquaint yourself with the contents of the SOPH Programme Handbook straight away. In it you will find all the information you need regarding contacting us, assessment, library usage, student support, and Summer and Winter Schools. We have prepared this for your support: the onus is on you to find out how we operate. In addition, the Introducing Public Health (IPH) Module will also have an online learning site –which UWC calls iKamva, and this Module Guide, Readings and Additional Resources will be lodged on that platform.*

*Having explored these resources, if you still have questions, please be in touch with us – we are there to help and we often find that it is the students who ask questions about their studies and make demands who succeed best.*

*All the contact information that you may need is contained in this introduction. You will also find a Student Details Update Form in your SOPH Programme Handbook and on your USB flash drive. If your contact details change, please inform the Student Administrators at the School of Public Health straight away as well as the UWC administration (details in Programme Handbook).*

*As we see you as a vital player in programme improvement, we ask you to give us feedback on your experience of this module. An evaluation form will be sent to you on completion of your final assignment.*

# *We hope you enjoy your studies.*

*Best wishes*

*Hazel Bradley* (Module Convenor)

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| **Vision Statement – The School of Public Health,**  University of the Western Cape  The **Vision** of the School of Public Health is to contribute to the optimal health of populations living in a healthy and sustainable environment in developing countries, particularly Africa, with access to an appropriate, high quality, comprehensive and equitable health system, based on a human rights approach. |

##### 2 INFORMATION ABOUT THIS MODULE

**2.1 Module Aims and Rationale**

This module provides an orientation to students coming from the clinical fields of nursing and other health and welfare-related fields to the conceptual and theoretical vocabulary, resources and evolution of Public Health, and to the health systems arena. It also provides a foundation in the biological basis of disease for those from a non-clinical background.

**2.2 Learning Outcomes**

Here we present the intended learning outcomes of this module so that you can see what competences you are expected to have developed by the end of the module.

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| **By the end of this module, you are expected to be able to:** |
| * Define and apply key Public Health concepts including: health and ill-health in relation to individuals and populations; health determinants; the classification of diseases; the concept of burden of disease; social capital; health systems approach; prevalence and incidence of disease, and other terms and concepts referred to in Public Health, etc. * Analyse the potential of addressing the social determinants of disease. * Apply understanding of the biological basis of disease. * Describe examples from the main disease groups and their risk factors. * Demonstrate application of common sources of Public Health information. * Identify and analyze the roles of different players in Public Health including national and international agencies. * Apply a model for Public Health action. * Demonstrate application of common strategies and interventions in the field of Public Health. * Conduct a literature search and write a literature review of an assigned disease condition for the purpose of informing Public Health action. * Develop a powerpoint presentation on disease prevention for a group of community health workers. * Describe the objectives and components of health systems and how they relate to health equity. * Discuss the history of health systems and of health sector reform. * Explain the different levels at which health systems operate – local, national and global, and how this affects health policies. * Define Global Health Initiatives and describe their influence positively and/or negatively on health systems. |

# 2.3 Module Outline

The main topics covered by this module are:

#### An overview of the field of Public Health.

#### The biological basis of disease and disease control.

#### The social determinants of disease.

* Health systems, equity and health sector reform.
* Applying a Public Health approach.

This module consists of three Units divided into a total of 11 Study Sessions. They are as follows:

# *Introducing Public Health: Its Basis and Scope*

# Unit 1 The Field of Public Health

Session 1 Health and the scope of Public Health

Session 2 Public Health interventions and strategies

Session 3 Developing a Literature Review (Assignment 2)

**Unit 2 Understanding Disease**

Session 1 Introducing disease

Session 2 Populations and health

Session 3 Communicable diseases

Session 4 Non-communicable diseases

Session 5 Injuries and violence

**Unit 3 Health Systems as Drivers of Public Health**

Session 1 Health systems, health reform and health equity

Session 2 The context within which health systems operate

Session 3 Health systems and global health funding

**3 e-PORTFOLIO**

A portfolio was introduced for the first time at the Postgraduate Diploma level in 2010, to provide the opportunity to consciously integrate your learning from your six modules and to encourage reflection on your own learning. Learning in this context can be defined as a change in a skill, an understanding, behaviour or an attitude. Reflection is regarded as a key element of professional development, enabling professionals to review their own learning, their strengths and weaknesses, and to select those areas of practice which require further development. This form of assessment was also chosen to help you make links between the modules and counter the tendency to contain module content “in silos”. Across the PG Diploma in Public Health, you are required to prepare an electronic or e-portfolio – which is a folder on your own Google website – containing tasks and documents produced in the course of your studies. You are asked to “share” it with your lecturer/s when requested, but then you may close it again and open it selectively to others. An email will be sent to you outlining this process.

**Why we have adopted a portfolio**

A portfolio allows conscious reflection on what you are learning, and the process of learning, on how it affects your mindset and your work. It also helps you to understand new topics in more depth, and to recognize your own competencies and areas for development (weaknesses). It allows linking and integration of knowledge, for example, theoretical input with your own work. It is a learning and assessment technique used widely in the professions and a lifelong learning strategy. It aims to encourage you to be selective of your own work. It is a tool for demonstrating your competency in Public Health to current or prospective employers, in furthering your professional career.

**Process of developing your portfolio**

Your portfolio should be developed across the duration of your PG Diploma in Public Health programme, so write a reflective report on your experience of each module as you complete it. Although you will not get a mark for these individual module reflective reports, your lecturer will provide brief feedback. These reports will serve as the raw material for your final reflective report. You are encouraged to keep a study diary over the duration of your studies to track your learning process and your observations. This will make you more conscious of your learning and it may also be useful when you compile the final report for your portfolio. Below are some key points and guidelines.

**Key points about the portfolio**

It counts for 20% of Assignment 2, Monitoring and Evaluation for Health Services Improvement I (M & E) module. To be of value, you need to work consistently: develop it over the one or two years that you are involved with your PG Diploma.

**Submission guidelines**

You will receive technical instructions on setting up your e-portfolio. You will set up your eportfolio at the start of the PGD course and will add to it as the year progresses with a final product after completing your M&E module. Although the portfolio is part of M & E Assignment 2, do not include your portfolio work when submitting your M & E assignment. You are asked to upload it separately, not later than three (3) days after the M & E final Assignment 2 due date.

If you are doing your PG Diploma over two years, your portfolio must only be submitted in your second year, after your M & E final Assignment 2. However, you are urged to develop your portfolio as you work through your modules across the two years. Across the two years, you may want to replace a sample of work with better evidence of your growth or learning. You may do this at any stage.

If you struggle with setting up the eportfolio, please do not hesitate to ask for assistance.

**What should be included?**

At the end of your PGD studies you should have a portfolio that consists of:

* An introduction of yourself
* Six individual module reflective reports
* a final reflective report that includes three samples

Here is further information on what is required.

1. ***Individual module reflective reports***
2. Individual reflective reports have to be uploaded by no later 3 days after submitting the final assignment 2 of each module.
3. These individual reflective reports must reflect:
   * 1. how you have understood the different concepts within each module
     2. what you found the easiest or most enjoyable
     3. what you found the most useful or instructive
     4. you were able to apply these concepts in your current work
     5. what challenges you experienced while working through a particular module
   1. Please note that some modules have specified what you need to include in your portfolio. Add this to your reflective report of that particular module.
   2. Each individual report should not be less than one page.
4. ***Final reflective report***

Your final reflective report should be a well-structured discussion of 1 500 words based on your experience of the PG Diploma course as a whole and your reflections on your own learning through the course. The report should illustrate the learning, growth and development that took throughout the PG Diploma course in your own personal or professional work context (e.g. as a physiotherapist). Please note that you can draw on the individual reports for your final reflective report. The report should have three sections (a, b. and c below):

1. Start by describing the personal journey that led you to study Public Health; to what extent you feel that the PG Diploma lived up to your expectations, and in what ways you still hope to fulfil your original vision?
2. Next, using **three samples**, from your coursework, or your professional work, which illustrate best your application of your learning, explain what you feel you have achieved in each, what challenges you experienced in applying your learning and what improvements you could still make or how you would do things differently.

**For the samples:**

Please choose items that demonstrate your competence, your understanding of Public Health, your own insights into your learning in this field and your efforts to apply your learning in your field. The samples should be a range of work which represents aspects of your experience of the PG Diploma course which have been really meaningful for you with an explanation of why you chose these items (e.g. relevance to your work), what they show of your learning in the PG Diploma course, and how they contribute to your Public Health competence.

You may include anything which shows your learning and development since you embarked on your studies such as:

* A report or proposal that you have written
* A training report in which you were involved
* An audio recording of your input at some event
* Course notes from anything you have taught
* Posters or PowerPoint presentations presented at conferences
* Article or report that you commented on
* A link to an article or reading that you found particularly useful for your learning
* Article or any other piece that you have contributed towards
* Section of an assignment including feedback and how you have made changes from that learning or changed your thinking
* Field notes and reflections on own practice
* A task from a module which you found meaningful from a learning point of view
* Evidence of other events that you were involved in e.g. minutes of meetings or photos of events

**Please note:**

* All the samples must relate to the final reflective report. In other words, you have to make clear how and why that sample reflects your learning, change in professional practice and/or attitude. For example, if you have found an article useful during your Health Promotion module, then give a link to that article and explain how that reading had changed the way you think about or practice Health Promotion or how you found more clarity around a particular Health Promotion concept from the reading if that was the case.
* It can be anything that you consider evidence of your competence and growth related to the PG Diploma course. However, it must be your work, not an organisational proposal or annual report compiled by a range of staff.

1. In closing, consider what you have learnt across this PG Diploma course. Remember that learning means a change in skills or understanding, a change in behaviour, in practices or attitudes. Discuss whether you have re-evaluated your own understanding as an individual or a professional with regard to health provision. You can refer to your samples here too if necessary.

To write your reflective report, explore the extract on how to write reflectively, which you will find on the USB Flash drive under PG Diploma Resources. It is from this website, and can be viewed as a short video on the site: <http://www.loveyourpencil.com/docs/ReflectionWriting.pdf> [Downloaded: 18.11.13]

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Below are the assessment criteria for the eportfolio which illustrate how you will be assessed.

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| **Assessment Criteria for the ePortfolio (assessed as part of Assignment 2 – *Monitoring and Evaluation* *for Health Services Improvement I*)** | **Marks** |
| 1. Insightful reflections on own growth and development; evidence of future learning goals. | 10 |
| 1. Demonstrates reflective approach to own work, through appropriate selection of samples which illustrate specific points (incl. strengths and weaknesses). | 15 |
| 1. Demonstrates insight into the role or potential role of Public Health in their own work. | 10 |
| 1. Academic presentation of portfolio that illustrates an organised and well-structured portfolio with academic rigour (language clarity, correct grammar and spelling) | 5 |
| **Total** | **40** |

# 4 ASSESSMENT

4.1 Information about Assessment

There are TWO compulsory assignments in the module. You must submit both, on deadline. You will receive assignment deadlines from the SOPH Student Administrator; consider it your responsibility to ensure that you know the deadlines when the semester starts. In addition, you are required to keep a diary of your reflections on this and all your modules, in preparation developing a Portfolio of your work across the Postgraduate Diploma in Public Health. See Portfolio Development (above).

The module is weighted as follows:

Assignment 1: 40%

Assignment 2: 60%

**To pass the module:**

* You are required to pass both assignments with a minimum of 50%.
* You must pass Assignment 1 to proceed to Assignment 2.
* You must have a minimum overall aggregate of 50% for the module.
* You may repeat Assignment 1 once, if you get below 50%. You cannot, however, be awarded more than 50% for the retried assignment.

If you do not pass both assignments, you must repeat the module.

**IMPORTANT:**

The following section contains the assignments for the module. Please read questions and instructions carefully. There is also important information about assessment in the *SOPH Programme Handbook*; be sure to refer it before submitting your assignment.

**4.2 Your Assignments for *Introducing Public Health: Its Basis and Scope***

**Assignment 1 - Reflections on Public Health - 100 marks**

**(Weighted at 40% of your result)**

**Y**ou will need to reach the end of Unit 1 to undertake this assignment.

**Question 1 - Demonstrate your application of key Public Health concepts**

**(60 marks)**

The first unit of this module has introduced some of the important Public Health concepts. Describe and discuss the concepts listed below to show your understanding; illustrate your discussion with examples from your own health context (or those you have read about in the literature and other sources). We expect all literature you cite to be correctly referenced using the *SOPH Academic Handbook* section 5.3.

1a) It is prevention and Health Promotion which make up a Public Health approach. Discuss. (20 marks)

1b) What are the arguments for addressing the social determinants of health as part of a Public Health strategy? (20 marks)

1c) Refer to the Case Study of the town of Kavu Mahali in Unit 1 Session 2 of your Module Guide. Discuss which social determinants contribute to this health problem. Describe how this problem could be addressed using a Social Determinants Approach and what challenges may be encountered. Use the following readings and any others you find, to address this question. Be sure to reference them correctly.

**Readings**

WHO. *The Commission on Social Determinants of Health.* [Online], Available: http://www.who.int/mediacentre/news/releases/2008/pr29/en/index.html [Downloaded 17 Dec 2009].

Sanders, D. (2006). A Global Perspective on Health Promotion and the Social Determinants of Health. *Health Promotion Journal of Australia*, 17 (3): 165-167.

Lucas, A. O. & Gilles, H. M. (2003). Ch 13 - Environmental Health. (2003). *Short Textbook of Public Health Medicine for the Tropics.* London: Arnold Publishers: 337–345.

Bartram, J. (Jan 2008). Flowing Away: Water and Public Health Opportunities. *Bulletin of the World Health Organization*, 86(1): 2.

**Guidance**

* You may wish to first define the concept/s in your own words.
* Look for examples from your own experience or in the readings (the literature) which demonstrate your understanding; you may want to use additional readings that you have found.
* Keep the discussion clear and be selective in what you say.
* Each answer, for example (1a) should not be longer than 500 words.
* Use Times Roman 12pt and line 1.5 spacing.

**Question 2 - Reflect on changes in your perspective on your role and practice in Public Health (Module Reflection Report)** **(40 marks)**

This is the first reflection for your e-Portfolio. You will use it at the end of the Programme to construct your End of Programme Report. Having worked through Unit 1, write a personal reflection on how you see yourself in relation to Public Health in your role and practice.

**Guidance on doing the Assignment**

* A personal reflection is a self-evaluation of your own growth as a Public Health practitioner, the challenges you have or are facing, your feelings about the content you have been exposed to, your perspectives, your attitude and your further needs to play this role.
* A useful starting point would be to re-read and even quote the motivation you sent when you applied to study Public Health with SOPH.
* As background, you should explain the role you currently play and/or would like to play in the field of Public Health.
* Describe any changes in your understanding of your role in Public Health arising from studying Unit 1. Has it made you think differently about your role and practice? Refer to some of the key concepts you have explored in the unit.
* Length: 3 pages or 1 300 words.
* Use Times Roman 12pt and line 1.5 spacing.

**You will be able to rework this question as part of your End of Programme Reflection Report for your Portfolio at the end of your programme.**

This is how you will be assessed:

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| **Assessment Criteria for Assignment 1** | **Marks** |
| **Question 1 a, b and c** |  |
| i) Selection of information based on literature: evidence of reading  (8 marks for each concept) | /24 |
| ii) Citation and referencing  (3 marks per concept) | /9 |
| iii) Evidence of competence in understanding of concepts  (7 marks per concept) | /21 |
| iv) Insight and creativity in applying concepts  (2 marks per concept) | /6 |
| **Question 2** |  |
| vi) Engagement in personal reflection  Ability to evaluate own growth, identify challenges faced or facing, perspective on content of Unit and further needs at a particular time. | /25 |
| vii) Understanding of roles and practices in the field of Public Health | /10 |
| viii) Language clarity and accuracy across assignment | /5 |
| **Total** | **100** |

Assignment 2 – PowerPoint Presentation and Literature Review –

(100 marks) Weighted at 60% of your result

You will undertake Question 1 as you work through Unit 2; you will need to reach the end of Unit 3 to undertake Question 2.

**Question 1 - The Biological Basis of a Disease (40 marks)**

Participate in the online Discussion Forum. There will be three sessions taking four weeks: the Discussion Forum process will be explained to you and a timetable is included in your IPH Module Study Schedule. You MUST participate during the weeks when the Discussion Forum is active and marks will be allocated for your contribution.

For this task, you will work with a partner and must undertake only this question together.

It has been designed to achieve two key outcomes: the first is to demonstrate your understanding of the biological basis of a particular disease of your choice. The second is to assess whether you can identify key preventive messages. Your submission will be made as part of a two-person team in the form of a powerpoint presentation. Another team will be asked to give you critical feedback.

**Guidance on doing the Assignment**

a) Pretend you are a trainer from the Ministry of Health seeking to train a group of Community Health Workers (CHWs).

b) Develop a powerpoint presentation aimed at training them (the CHWs) on this disease and its prevention. The CHWs are obviously literate, but highly technical language will not be helpful. In addition, you need to be selective about the information you provide, as you are seeking to achieve maximum impact and ensure that key messages are learnt. The presentation must be made up of 8 - 10 slides excluding the title slide and list of References.

c) You will receive an email from the Convenor linking you with a partner and you will work together by email.

d) Choose one of the communicable or a non-communicable diseases from the list below. Send your choice to the Convenor by email and wait for confirmation: first come first served. Try to choose a disease which constitutes a problem in one of your districts. We will be trying to ensure that the class covers a range of diseases.

The choices are:

i) cholera

ii) malaria

iii) HIV/AIDS

iv) tuberculosis

v) hypertension

vi) diarrhoeal diseases

vii) helminthic infections

viii) hepatitis A or B

ix) STIs

x) measles

xi) asthma

e) Focus your attention particularly on the items which have been underlined but include all items. Remember that the aim is prevention, so select accordingly.

* Disease description
* Prevalence of this health problem within your district (Choose one of your districts)
* Mode of transmission (agents, vectors, reservoir) and incubation period
* Risk factors
* Symptoms
* Susceptibility
* Treatment
* Consequences and burden on the population
* Prevention/Methods of control
* Reference List.

f) Once your joint presentation is complete, send it to the Convenor. She will ask another team to check and critique it. Once checked, it will be lodged on the Discussion Group and shared with your fellow students. No late submissions will be allowed.

g) These PowerPoint guides from the internet might be helpful to you:

* MS Office. *Creating Your First Presentation.* [Online], Available: <https://support.office.com/en-us/article/Create-your-first-presentation-ac88d138-a7a0-402c-b5a5-812641e59c8e> [Downloaded: 16/12/15]. If you are a beginner use this tutorial online.
* The **International Association of Science and Technology for Development (IASTED)***. Making PowerPoint Slides - Avoiding the Pitfalls of Bad Slides* [Online], Available: [https://www.**iasted**.org/conferences/formatting/**Presentations**-Tips.**ppt**](https://www.iasted.org/conferences/formatting/Presentations-Tips.ppt) [Downloaded: 16/12/15]. See USB flash drive.

**Do’s and don’ts**

* Both participants must take part in the process.
* Make sure that at least one of you knows how to use PowerPoint or use the tutorials and tips listed below. They have been included on your USB flash drive and iKamva site but there is also more on the Internet.
* Provide a title page.
* Develop a brief description of your respective districts (use one of them).
* Do NOT cut and paste information from the web or re-type it from books; reconstitute it in your words a clear and informative way\*.
* Ensure that language is accessible to your audience (CHWs).
* The accuracy and clarity of presentation is most important\*.
* Be selective in what you present\*.
* Although you may use diagrams, this is not essential.
* Fancy layout is not required: aim for clarity.
* List the references you have used accurately in an alphabetical list presented using the Harvard Method (see *SOPH Academic Handbook,* section 5.3).
* Use font sizes above 18pt.
* Use phrases rather than full sentences.
* Proofread your presentation\*.

Please note**:** the qualities noted above with a \* are expected in ALL your assignments. You should never cut and paste other peoples’ text. Rather use your own words; you must cite the references you use accurately; you should always be selective in what you present and you must proofread everything you submit. Note that in most assignments, you are expected to write full sentences and structure the text clearly in paragraphs.

**Your powerpoint presentations must be included in your ePortfolio but should be undertaken during the period of the second Discussion Forum.**

This is how you will be assessed:

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| **Assessment Criteria for Assignment 2 - Question 1** | **Marks** |
| a) Both presenters have participated adequately in the Discussion Forum | /3 + /3 |
| b) Key information for prevention has been selected | /10 |
| c) The information is clear and appropriate for the purpose (informing CHWs and preventing the disease) | /6 |
| d) Concepts and information are use accurately | /10 |
| e) Rating by fellow students for engagement with the task | /5 |
| f) The references are well-selected and accurately cited. | /3 |
| **Total** | **40** |

**Question 2 - Literature Review (60 marks)**

Note that Unit 1 Session 3 focuses on how to write a Literature Review. There is also information from the UWC Library about searching for literature on your USB flash drive, IPH iKamva site and *SOPH Programme Handbook*.

**Background**

In this Assignment, you are asked to practise the academic skill of writing a literature review. You will encounter (short) literature reviews in most journal articles and research reports, so prepare yourself by looking at some examples. Unit 1 Session 3 introduces you to this skill. Be aware that you will need several weeks to prepare: first you will need to search for scholarly literature: you have access to the UWC library databases which provide excellent resources. Make sure you know how to access them, as you will be entering as an Off-campus user. You will also find information about this in the *SOPH Programme Handbook,* on your USB flash drive and iKamva site. You could also use Google Scholar, but in many instances, you will not get to the full text article; however through the UWC Library website, you will have access. Next you will need to read and select relevant information from the literature; then you will need to draft the review, get some feedback from us, and revise it. I would start no less than five weeks ahead of the deadline.

The topic of the review will be used across five of your six modules. This year it is child health, particularly of children under 5 years of age; but note that it will change from time to time.

This Literature Review links your first three modules together: *Introducing Public Health, Population Health and Development: A Primary Health Care Approach I* (Assignment 1) *and Descriptive Epidemiology* (Assignment 2)*.*

For the purpose of this assignment, pretend that you are a Regional/Provincial Manager for the Maternal, Child and Women’s Health Programme, which includes child health. Your job is to prepare a literature review to orientate those in the Regional/Provincial Ministry of Health to child health and the continuing problem of high child mortality. By doing so, you have the potential to get their support on interventions you propose, funding you require, etc.

For *Descriptive Epidemiology,* you will be provided with a set of data which we will pretend was compiled by your Regional Information Officer from routine data received from your districts for the previous year. The data contains some socio-economic data and a set of child health indicators as well as definitions of these indicators. You do not need to analyse the data yet, but take a look at it, as your literature review should be developed to throw light on the problems contained in this data.

For your literature review, you will need to find some background information on child health in general and in your country in particular. Include indicators of child health including child and infant mortality, malnutrition and other relevant socio-demographic indicators such as poverty, orphaning and child-headed households. A description of Millennium Development Goal 4 and progress towards its achievement may be important.

As Regional Manager, you are also expected to raise the awareness in the Regional Ministry of Health of the impact of global health initiatives on the management of child health in the health system. You should refer to Unit 3 for issues relevant to this discussion.

**Structure of your Literature Review**

The end product of this assignment is a Literature Review which contains the following sub-sections:

1. Introduction to the report and the problem (900 words)

###### Compiling a profile or description of a setting

When compiling a profile of a town or district, these are the kinds of topics you should include:

* Information about the geographical location and climate which is relevant to health
* Population size
* Socio-economic situation
* Health services and facilities
* Dominant child health problems

As part of the Introduction, include a brief description of the setting or context (500 words) [Here describe the health context in the city or district where you reside or work]. This description of your setting will also be used in the *Descriptive Epidemiology* module assignment. See below for more information in the text box about describing the setting.

2. Literature Review on child health (2 400 words - about 6 pages)

Within the literature on child health, write sections on the following: please vary the subtitles if you wish, and add more if you choose.

* 1. Key concepts and definitions used to describe child health/mortality
  2. Child mortality rates (globally, in Africa, sub-Saharan Africa, in your country and region); include a discussion on Millennium Development Goal 4 and progress towards its achievement
  3. Major causes of childhood deaths in your country or region.
  4. Socio-political-economic factors and policies that affect child health both locally and globally (include global health initiatives)
  5. How child health is addressed in your country’s health system.
  6. The impact of globalisation on child health in your country, especially as regards priority setting and funding.
  7. Child health interventions and programmes including community-based initiatives – their successes and challenges. It would be preferred if you could find some examples from your country or region in the literature.

Note: Other sub-topics can be added, and the titles above can be rephrased; they are, however, commonly appropriate for this sort of literature review, and all topics MUST be addressed.

**Guidance**

* Study the resources provided on writing a literature review in Unit 1 Session 3 and on the DVD.
* Spend several hours using the UWC Library website or using Google Scholar: conduct a literature search on the health topic identified in the dataset, e.g. child health. Gather at least ten scholarly journal articles, research reports, statistical reports or chapters in books which are relevant to this health problem. The literature may, for example, help you to define the health condition, to explore its natural history in detail, to understand the risk factors for it and to study previous interventions in comparable contexts.
* Be very selective about the literature you use with regard to how recently it was published and its scholarly qualities.
* Read the literature and review it.
* Reference your sources using Harvard Referencing Method and provide an accurate and comprehensive Reference List. See the *SOPH Academic Handbook,* section 5.3 for guidance on how to do this. You should include between 8 –15 references.
* Do not quote: rather use your own words, and ALWAYS cite where the information was found.
* Write 2 750 words: one page of Times Roman 12pt in 1.5 line spacing contains approximately 450 words.
* Use 1.5 spacing and Times Roman 12pt.
* A literature review is a discursive (discussion) text and must be written in full sentences and paragraphs: do not use bullet or point form.

Use these criteria to guide your Assignment 2.

|  |  |  |
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| **Assessment Criteria Assignment 2 Question 2** | **Sections Assessed** | **Total** |
| 1. Introduction  a) Clarifies the problem and provides a rationale - 5  b) Defines key concepts - 2  c) Presents context - 8 | Introduction | 15 |
| 2. Content selection is scholarly, relevant and sufficient.  a) Relevance of selected literature - 3  b) Scholarly literature selected – 2  c) Adequate discussion of rates, causes and factors influencing child health - 5  d) Adequate discussion of child health in relation to the health system and globalization – 5  e) Adequate discussion of programmes and interventions for child health - 5 | Literature review | 20 |
| 3. Structure, integration and synthesis of the literature.  a) Structure - 5  b) Integration and synthesis of the literature – 5 | Literature review | 10 |
| 4. Accuracy of in-text referencing and reference list.  a) In-text refs - 5  b) Ref List – 10 | Reference List and Literature Review | 15 |
| **Total Marks** |  | **60** |

**Portfolio reminder:**

In addition, you are required to complete your Module Reflective Report related to this module. This is to be lodged in your e-portfolio; your lecturer will comment on it but not give marks for this; it must however be completed before you receive your assignment results. See more details on the Portfolio in section 3 above.

**4.3 Submitting Assignments**

Before submitting assignments, please read through the Assessment information in the *SOPH Programme Handbook*. There is crucial information regarding referencing and plagiarism in it.

These guidelines must be followed exactly every time you submit an assignment. If they are not followed, we will return the assignment to you to correct.

* You may send assignments by email, fax or post. (Email and fax save time). Keep a copy of everything you send. If you post, use fast mail or courier.
* Send assignments to the Student Administrators, not the lecturer via the correct address.
* When you submit your assignment, you will receive acknowledgement that it has been received. If you don’t, check that it has been received.
* Type your assignment on A4 paper, in 1.5 line spacing, in 12 pt Times New Roman, and leave normal margins for the lecturer’s comments.
* Handwritten assignments will not be accepted.
* Keep to the recommended length. Excessively long assignments may be penalised.
* Number ALL pages.
* Include the Assignment Cover Sheet (completed *fully*) as the first page of the assignment, i.e. the cover sheet and the assignment must be one document or file. See DVD.
* Always put your name on every file you send, and label the file correctly, using these instructions as a guideline if submitting by e-mail:

Your Name (Surname, Initial) e.g. Mambwe R

Module abbreviation (see *Programme Handbook* for module abbreviations). Use CAPITALS, e.g. IPH; Assignment number, e.g. 1 or 2, and Draft or Final; the year, i.e. 2010

*e.g.* Mambwe R, IPH Asn 1 Final 2010; Mambwe R, IPH Asn 1 Draft 2010*.*

|  |
| --- |
| **SOPH Address to which assignments MUST be sent:**  **E-mail:**  [**soph-asn@uwc.ac.za**](mailto:%20soph-asn@uwc.ac.za%20) |

4.4 Assignment Deadlines

Assignments must be submitted by the due date by e-mail. You will receive assignment deadlines from the Student Administrator once you have selected your modules.

PLEASE NOTE: Late submission of assignments will impact on the time you have available for the next assignment, disrupt your lecturers’ schedules and result in late submission of marks into the UWC marks administration system; should that happen, you will have to repeat the entire module. It is therefore in your interests to manage your time as effectively as possible. Should you require more guidance, try the SOPH *Academic Handbook.*

**Assignment Extensions**

Under special circumstances, extensions may be granted. Even so, the extension will not normally be longer than two weeks. To request an extension, contact the Student Administrator (not the lecturer or Module Convenor) as soon as a problem arises. No extensions will be given for Draft Assignments, and no late assignments will be accepted in Semester 2.

4.5 Draft Assignments: Please read this section carefully

Lecturers will give you valuable feedback on your assignment if you send a draft. However, Drafts will ONLY be reviewed if they are received TWO OR MORE weeks before the final submission date; no extensions will be given for drafts.

If you want to submit a draft, you do not have to submit a complete assignment. You are welcome to select sections with which you are having difficulty, or submit an outline of the whole. Lecturers will make every effort to respond to submitted drafts timeously, but if they run late, they will give you a full week to return the final assignment.

Over the page is the Cover Sheet for the assignments. Please note that it has been included on the USB flash drive.

**4.6 ASSIGNMENT COVER SHEET**

**School Public Health – University of the Western Cape**

An Assignment Cover Sheet needs to be copied into the same file as every e-mailed assignment. If you courier or fax your assignments, attach one to the front of your assignment.

**Full name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Postal address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student number:**

**Convenor:** Hazel Bradley

**Module name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Assignment | **1 (DRAFT)** | **2 (DRAFT)** | **Please Tick** |
| **1 (FINAL)** | **2 (FINAL)** |

If faxed, state the total number of pages sent including this page: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Student’s comments to tutor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Declaration by student**

I understand what plagiarism is. This assignment is my own work, and all sources of information have been acknowledged. I have taken care to cite/reference all sources as set out in the *SOPH Academic Handbook*.

**Signed by the student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The tutor’s comments are on the reverse of this form

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**Office Use**

|  |  |  |  |
| --- | --- | --- | --- |
| Date received | Assessment/Grade | Tutor | Recorded & dispatched |

# 5 STUDY SCHEDULE

We have developed a Study Schedule for this module to guide you through the 11 study sessions in this module, the three Discussion Forums and two Assignments. The IPH Study Schedule has been compiled in collaboration with other first semester module convenors to ensure that your workload is spread as evenly as possible across the semester.

It is important that you note the Discussion Forum and Assignment dates carefully and ensure you allocate sufficient time for contributing to the discussions and completing your assignments. Remember that your draft assignment must be sent at least two weeks before the due date. Assignment 1 requires you to complete Unit 1; Assignment 2 requires you to complete Units 2 and 3.

The Study Schedule will be on the USB flash drive and on the IPH iKamva site.

6 IPH DISCUSSION FORUMS

We plan to use an online Discussion Forums during this module. The Discussion Forum will be lodged on the IPH iKamva site to which the class and the lecturers and anyone else we invite has access. It is restricted to this group and will be kept active only for the period of the module’s delivery. Further instructions will be sent to you at the beginning of the year.

Our learning objectives for the Discussion Forum are:

1) To allow you to get to know each other and your lecturer.

2) To create a space for information-sharing and queries on an ongoing basis across the module; these may pertain to module content and assignments.

3) To hold three limited period discussions on specific topics which are important to the module and its assignments, or which deserve more debate or which are potentially difficult.

The Discussion Forum is as much for student-to-student communication as it is for lecturer-to-student communication. Previous students have had very fruitful discussions on their modules and discussed problems, shared resources and participated in three scheduled 10 day focused seminar-type discussions.

The scheduled Discussion Forums are compulsory events and your participation in them will be valuable to you and others - they allow you to debate and discuss ideas, which will improve your understanding and assignment performance. Your lecturer will chair the Discussion Forum and we will have occasional guest presenters.

|  |  |  |
| --- | --- | --- |
| Units | STUDY SESSIONS | **Pages** |
| Unit 1 | The field of Public Health | **1** |
| Session 1 | Health and the scope of Public Health | 3 |
| Session 2 | The arena of Public Health interventions and strategies | 27 |
| Session 3 | Develop a literature review (Assignment 2) | 41 |
| **Unit 2** | Understanding disease | **53** |
| Session 1 | Introducing disease | 55 |
| Session 2 | Populations and health | 79 |
| Session 3 | Communicable diseases | 107 |
| Session 4 | Non-communicable diseases | 123 |
| Session 5 | Injuries and violence | 147 |
| Unit 3 | Health systems as drivers of health equity and reform | **161** |
| Session 1 | Health systems, health reform and health equity | 163 |
| Session 2 | The context within which health systems operate | 177 |
| Session 3 | Health systems and global health funding | 187 |