# MODULE SPECIFICATION TEMPLATE

## MODULE DETAILS

<table>
<thead>
<tr>
<th>Module title</th>
<th>Pharmacy and Global Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>MDM163</td>
</tr>
<tr>
<td>Credit value</td>
<td>30</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td></td>
</tr>
<tr>
<td>Mark the box to the right of the appropriate level with an 'X'</td>
<td>Level 4</td>
</tr>
<tr>
<td>Entry criteria for registration on this module</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Students must be registered on an MSc or MA, PGDip or PGCert within BSMS or within another school of the University of Brighton or University of Sussex.</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>n/a</td>
</tr>
</tbody>
</table>

## Module delivery

<table>
<thead>
<tr>
<th>Mode of delivery</th>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern of delivery</td>
<td>Weekly</td>
<td>Block</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When module is delivered</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>x</td>
<td>Throughout year</td>
<td>Other</td>
</tr>
</tbody>
</table>

## Brief description of module content and/or aims

**Overview (max 80 words)**
The module aims to provide students with a comprehensive understanding of issues surrounding pharmacy and global health and to equip students to critically assess current global pharmacy policies, practice and programmes, particularly in the context of resource poor settings.

## Module team/author/coordinator(s)

Dr Sarah Marshall

## School

BSMS

## Site/ campus where delivered

BSMS

## Course(s) for which module is appropriate and status on that course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Pharmacy MSc/PGDip/PGCert</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

## MODULE AIMS, ASSESSMENT AND SUPPORT

### Aims

This module aims to:

- Develop an in-depth knowledge and systematic understanding of the role that pharmacy plays in global health, including current issues and potential solutions, with particular emphasis
- Develop students’ ability to critically assess knowledge, evidence and current issues at the forefront of research, policy and practice related to the intersection between pharmacy and global health.
- Develop students’ comprehensive understanding of potential interventions to improve global health through pharmacy
- Develop students’ ability to contribute to future global pharmacy research, policy and practice

| Learning outcomes | On successful completion of the module the student will be able to:

1. Critically evaluate the role of pharmacy in global health, informed by current scholarship and research, particularly with regard to resource-poor settings.
2. Critically appraise available knowledge, evidence, policies and practice & make recommendations for future strategies to impact global health through pharmacy.
3. Reflect on others’ functioning in order to improve global health through global pharmacy practice, policy and research.
4. Reflect on own role in improving global health through pharmacy
5. Engage confidently in academic written communication with others, reporting information clearly, autonomously and competently

| Content | - Introduction to Pharmacy and Global Health
- The role of global education of pharmacists and pharmaceutical scientists
- Global Pharmacy Workforce challenges
- The roles of pharmacists worldwide
- Actors and agencies in global pharmacy
- Pharmacy and vulnerable populations
- Rational use of medicines
- Corruption in the pharmaceutical sector
- Pharmacy and humanitarian responses
- The politics of pharmaceuticals
- Who provides medicines when there is no pharmacist?

| Learning support | Students have access to the wide range of services provided by BSMS, the University of Brighton and the University of Sussex. These include:
- Extensive library facilities
- IT facilities
- Study and research skills workshops
- Module leader for advice and guidance
- Module handbook

**Reading list:**

**Textbooks (most recent editions of)**


Selected reports:


Selected papers:


Kohler JC, Mackey TK, Ovtcharenko N. Why the MDGs need good governance in pharmaceutical systems to promote global health. BMC Public Health. 2014: 14:63


Villacorta-Linaza R. Bridging the gap: the role of pharmacists in managing the drug supply cycle within non-governmental organizations. Int J Health Plann Mgmt 2009; 24: S73-S86


Useful journals:
- The Pharmaceutical Journal
- The International Pharmaceutical Journal
- Journal of the American Pharmacists Association
- American Journal of Pharmaceutical Education
- International Journal of Pharmacy Practice

Other:


### Teaching and learning activities

The module has 33 hours contact time and 267 hours private study time to include preparation for assessments. There will be 3 hours of contact time per week over an 11-week semester: 1-2 hours per week will be allocated to lectures and 1-2 hours per week to seminars/tutorials/oral presentations to a total of 3 hours per week.

The course adopts dynamic and interactive teaching methods, using case studies alongside current evidence and insights to facilitate students’ understanding of issues surrounding the relationship between pharmacy and global health.

The teaching methods function as follows:
Formal lectures provide an overview and orientation to a subject

Seminars facilitated by a member of the teaching team enable students to explore concepts and ideas raised in lectures and elsewhere in more depth. These can include debates and group work.

Tutorials to encourage students to work together to solve problems and develop peer learning skills, with guidance from a member of the teaching team when necessary. Tutorials also provide an opportunity for students to raise any specific questions or concerns they may have.

Oral presentations from students to their colleagues to encourage peer learning whilst also developing students' presentation skills.

Self-directed learning encourages students to use the wide range of resources provided by the universities to take ownership of their learning, produce assessed work and prepare for examinations.

Formative assessment

Students will have the option to submit an outline of their final report. This will provide the opportunity for feedback.

<table>
<thead>
<tr>
<th>Allocation of study hours (indicative)</th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td>33</td>
</tr>
<tr>
<td>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUDY</strong></td>
<td>267</td>
</tr>
<tr>
<td>All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.</td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td>0</td>
</tr>
<tr>
<td>The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td></td>
</tr>
</tbody>
</table>

Assessment tasks

Details of assessment on this module

The module is evaluated through the following:

1. 800 word reflection
2. 3000 word report critically evaluating the role of pharmacy in improving global health in a given scenario.

The first component is assessed as Pass/Fail. The second component contributes 100% towards the final mark. Both components must be passed.

Types of assessment task

<table>
<thead>
<tr>
<th>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</th>
<th>% weighting (or indicate if component is liberal arts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.</td>
<td></td>
</tr>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Written assignment/ essay, report, dissertation, portfolio, project output, set exercise</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>Oral assessment and presentation, practical skills assessment, set exercise</td>
</tr>
</tbody>
</table>

**EXAMINATION INFORMATION**

**Area examination board**  
Global Health Examination Board

Refer to University for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE**

**Date of first approval**  
Only complete where this is not the first version

**Date of last revision**  
Only complete where this is not the first version

**Date of approval for this version**

**Version number**  
3

**Modules replaced**  
Specify codes of modules for which this is a replacement

**Available as free-standing module?**  
Yes | No | x