



The
University
Of
Sheffield.

**Course Handbook
September 2009**

**Master/ Diploma/ Certificate in Public Health
(Health Services Research)**



ScHARR

SCHOOL OF HEALTH AND

RELATED RESEARCH

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Important Note

Every effort has been made to ensure the accuracy of information given in this handbook. This University can accept no responsibility for any errors or omissions. University courses are continually reviewed and revised and there may well be some changes between the date of publication and the date the student embarks upon the course. The University reserves the right to amend Ordinances and Regulations governing courses of study whenever it sees fit.

Admittance to the University is subject to the requirement that the student will comply with the University's registration procedure and will duly observe the Charter, Statutes, Ordinances and Regulations of the University.

SECTION ONE – GENERAL INTRODUCTION

1.1 Introduction to the Handbook

A very warm welcome to Sheffield! We hope you will have an enjoyable and productive time studying here.

This handbook has been produced to give you information about the University, SchARR, and the MPH (Health Services Research). In addition, you will receive additional information from your Module Leaders giving much more detail about each of the modules you are studying. These which will include reading lists, lecture plans and details of assessment.

1.2. Introduction to the University of Sheffield

The University of Sheffield is a leading United Kingdom (UK) research-led university, with an international reputation for excellence in research and training. Official teaching quality assessments rate us very highly, and our excellent results in the rigorous Research Assessment Exercise 2008 confirm our ranking among the top ten UK research-intensive universities. On an international level, we are ranked 24th in Europe and 77th in the world by China's Shanghai Jiao Tong 2008 academic ranking of world universities. The Virgin 2008 Alternative Guide to British Universities says: "*Sheffield is a top university across the board*".

We have 24,000 students and around 6,000 staff. The University is a popular choice with applicants for university places, and once they arrive our students enjoy the experience so much that many settle in Sheffield after they graduate.

The University, like Sheffield itself, has earned a reputation as an informal, friendly and welcoming place to be, for people from all sorts of backgrounds and walks of life. Our staff and students represent more than 100 different countries. We value the diversity of our University community, and aim to work together to make the most of our individual talents.

For more information about the University visit: www.sheffield.ac.uk/about

1.3. Introduction to the School of Health and Related Research (SchARR)

One of the nine Departments in the Faculty of Medicine, Dentistry and Health at the University of Sheffield, The School of Health and Related Research brings together a wide range of health related skills in three sections: Health Economics and Decision Science (HEDS), Health Services Research (HSR) and Public Health.

The School employs approximately 210 multidisciplinary staff with backgrounds in Medicine, Economics, Sociology, Statistics, Nursing, Psychology and the Therapies and attracts in excess of five million pounds per year in external research. It has also housed the National Institute for Health Research (NIHR) Yorkshire & Humber Research Design Service (RDS) since 1 October 2008.

The 2008 Research Assessment Exercise (RAE) confirmed SchARR as the UK's most powerful department for health services research, with the largest volume of activity assessed as either world-leading or internationally excellent among institutions returned to the HSR panel. The RAE panel recognised the esteem in which the School is held globally for excellence in health services research and evaluated the research environment as predominantly world-leading or internationally excellent.

SchARR is ideally placed to conduct applied and methodological health services research and teaching programmes, having great diversity of skills and experience and close contacts with the Department of Health and NHS organisations.

For more information about SchARR visit: www.shef.ac.uk/scharrSchARR

1.3.1. The Objectives of the School

The main objectives of the School are:

- To undertake research which attracts a national and international reputation in its field for quality and to generate the income that allows this to happen;
- To undertake teaching to an excellent standard covering a full range of levels from pre-degree to doctoral;
- To undertake high quality consultancy for the NHS and other organisations in the health field in both the public and commercial sectors.

1.3.2. The Educational Environment

Drawing upon its portfolio of leading edge research SchARR offers a range of undergraduate and postgraduate degree opportunities which are specifically designed to accommodate the development needs of busy health care professionals.

Teaching approaches have a practical, real-world and multi-disciplinary in emphasis, and programmes are available on a full or part-time basis (including some by distance learning).

In addition to the MPH (Health Services Research), SchARR provides taught masters programmes in Health and Social Care Research, Health Economics and Management, Medical and Health Sciences and a range of clinical trainings in Mental Health and Psychotherapy.

1.3.3. International Learning

In addition to programmes developed for local NHS staff, SchARR has had significant involvement in the development of new Bachelors and Masters Programmes in both The Netherlands and Poland. The Leaders for health care – new education in health related sciences project, funded under the 'TEMPUS' programme of the European Commission allowed us to support the development of Bachelors and Masters programmes in Public Health, Nursing and Physiotherapy at the new Faculty of Health at Jagiellonian University of

Krakow. SchARR was the contractor for this project, and directed the academic tasks working in collaboration with the Faculty of Health Sciences at the Maastricht University, and the School of Health and Social Care at Sheffield Hallam University. Building on these and other experiences, academics from SchARR have been pivotal in developing the integrated 2-year European Master in Public Health (Europubhealth) programme.

1.3.4. The Educational Portfolio

Examples of the range of current educational programmes within SchARR are as follows:

- Short courses i.e. Research Methods, Health Economics and Research Seminars
- Undergraduate teaching on the MB ChB and BMedSci programmes.
- Master of Public Health (MPH) suite of programmes including Master of Public Health (MPH); Master of Public Health (Health Services Research); Master of Public Health (Management and Leadership); Master of Public Health (International Development); European Public Health Master (EuroPubHealth).
- Masters programmes and Postgraduate Diplomas/Certificates including the MSc in Medical and Health Sciences, MSc in Health Economics and Management and MSc in Health and Social Care Research; MSc in Health Economics and Decision Modelling.
- Higher Degrees (Masters and Doctoral) by Research in Health Economics, Health Service Management Nursing, Sociology, Psychology, Public Health and Psychotherapy.

1.3.5. The Research Portfolio

Examples of the range of current research projects within SchARR are as follows:

- Development of evidence based materials for the National Institute for Health and Clinical Excellence (NICE)
- The organisation of acute medical care services, especially emergency care services
- Evaluation of complementary medicine
- The development of economic evaluations, alongside clinical trials.
- Systematic reviews of the literature
- Disease modelling projects
- Epidemiology and health needs assessment
- Health information studies
- Treatment process research
- Evaluation and development of rehabilitation services
- Evaluations of professional education and practice
- Evaluation and development of nurse practitioner roles
- The development of health outcome measures
- The measurement of outcomes in nursing
- The development of research based clinical protocols, e.g. the management of breast disease in primary care
- Comparing hospital efficiency across Europe

1.3.6. The Consultancy Portfolio

Examples of the range of current consultancy projects within SchARR are as follows:

- Policy analysis, development and service reviews
- Provision of particular expertise in relation to a primary care led NHS and evidence based health care
- Managing team building processes, including at board or top team levels
- Advising on and helping to implement staff development programmes
- Helping with organisational design and the implementation of change
- Assisting with the design and implementation of inter-organisational systems, formal and informal
- Performance management and monitoring
- Strategic planning of services and investment
- Operational contract planning
- Efficiency studies
- Disease modelling
- The development and application of bed planning and waiting time models
- Modelling hospital facilities such as theatres, recovery rooms, beds, outpatient clinics and day-care units
- Facilitating consumer involvement in the NHS

SECTION TWO - THE AIMS AND STRUCTURE OF THE COURSE

2.1. Introduction to the Course

Health Service Research (known internationally as Health Technology Assessment (HTA)) may be defined as the systematic process by which the direct and indirect effects of particular health care interventions are assessed. It is concerned with the costs and effects of interventions in their widest senses, and the use of the information obtained for policy and decision making at national, local and clinical levels. The interventions may be for the purposes of prevention, diagnosis, treatment, rehabilitation or palliative care. The subject of study might embrace content or method of delivery or its organisation.

The purpose of Health Services Research (HSR) is to improve the quality of health care and / or health outcomes by identifying the most effective ways to organize, manage, finance, and deliver health care; reduce medical errors; and improve patient safety.

HSR aims to explain how social and demographic factors (e.g. socioeconomic status, age, ethnicity), financing systems, organisational structures and processes, health technologies, and personal behaviours (of health care professionals, patients and carers) affect access to and use of health care, the quality (effectiveness, efficiency, equity) and cost of health care and ultimately health and well-being.

It is a form of applied research, characterised by multidisciplinary collaboration between specialties that span public health, epidemiology, statistics, health economics, sociology, anthropology, psychology, operational research and health policy analysis. HSR often deals with the development, evaluation and widespread implementation of complex interventions.

The increasing emphasis on evidence-based, cost-effective purchasing and provision of health services has created an urgent need for people with formal training in health services research. The MPH (Health Services Research) replaced the MSc in Health Services Research which began in September 1995, and is co-ordinated by tutors with an established track record of practical policy-related health services research. The course provides a firm grounding in the range of skills and disciplines which are essential to good health services research, including study design, epidemiology and statistics, qualitative analysis, economic evaluation, systematic reviews and critical appraisal.

The course is designed to be completed in one year by attendance on a full time basis. However, it can be completed over a two-year period by requiring attendance at the University on a part-time basis only. The course is also suitable for international students and can be completed in one year by attendance on a full time basis. The balance of work is undertaken by assignments to be completed at the student's convenience. The course is particularly suitable for those wishing to embark on a career in HSR; for health care professionals who wish to develop or improve their skills in HSR; and for those working in public health, or information departments in the NHS or other health care services.

2.2. Aims of the MPH (HSR)

- To equip students with the essential knowledge and skills required to commission and undertake high quality, methodologically sound and ethical health services research and health technology assessment;
- To enable students to review and critically appraise the methods and results of existing research, and understand the implications for policy and practice;
- To enable and encourage those students who wish to, to contribute to the broad field of health services research by preparing potentially fundable proposals, undertaking and publishing their own research;
- To contribute to the broader goal of an evidence-based health service through encouraging the development of HSR and HTA skills across a range of professional health care providing groups.

The general approach of the course

We intend to achieve the aims set out above by:

- Providing students with formal teaching input in the core subject areas of health services research;
- Providing each student with a dissertation supervisor and a personal tutor to offer advice and support on academic and personal issues;
- Encouraging the development of independent research skills through multi-method teaching, including group work and practical sessions, periodic formative assessments, and preparation of a dissertation usually requiring original primary or secondary research;
- Encouraging students to apply the principles of HSR/HTA in practice, through sharing and discussion of the research issues which arise in their workplaces, presentation and discussion of research currently being undertaken in SchARR, and presentations from external speakers;
- Enabling students to pursue advanced study in a choice of topics of current relevance in health services research;
- Encouraging students to undertake dissertation projects which will lead to potentially publishable results, and providing support and advice to students who wish to go on to publish or present their dissertation work in peer-reviewed settings;
- Providing opportunities for students to develop relationships with the research community in SchARR if they wish;
- Developing the course content and processes in the light of formal and informal student and staff feedback, methodological developments in HSR/HTA, and changes in the organisation and delivery of health services.

2.3 Admission to the course

The usual entry requirement is a 2:1 Honours degree, or an equivalent qualification, in any subject. For students who meet this criterion a place is offered subject to satisfactory references. Interested applicants with lesser or different qualifications are considered on an individual basis, subject to the approval of the Faculty of Medicine, Dentistry and Health. Non-United Kingdom students are expected to be able to demonstrate proficiency in English language. The current minimum expected standard is an average of 7 with at least 5.5 in each component of the International English Language Testing Service (IELTS) or 600 (Paper test) or 250 (Computer test) plus minimum score of 5 in Test of Written English in the Test of English as a Foreign Language (TOEFL). Prospective students should also have a level of basic numeracy (equivalent to GCSE Mathematics, Grade A to C).

Prospective students with strong applications but without the formal entry requirements may be invited to interview before an offer of a place on the course is considered. Prior to interview, applicants are asked to bring an example of their research or academic work. The purpose of the interview is to ascertain the student's commitment, motivation and ability in relation to the Master's programme. Successful interviewees are then offered a place subject to satisfactory references. Unsuccessful interviewees are sent a letter outlining the reasons for refusing them a place and offering advice, as appropriate, on alternative avenues that they may wish to pursue. The course admission procedures operate within standard University guidelines on equal opportunities.

2.4 Modules offered on the course

The MPH (HSR) programme is organised into four core certificate level modules, two core plus two optional diploma level modules, followed by the submission of a dissertation. Teaching is provided by academic staff from SchARR.

Part-time

The course offers a two year part-time taught Masters programme generally operating on a **one or two day per week** basis during the two University semesters. The usual teaching days for the core modules are Wednesday and Friday, although these and other optional modules may be timetabled for other days of the week. Students will also complete a dissertation of 10-15,000 words in Year 2 (45 credits). Alternatively, students may obtain a postgraduate diploma, by successful completion of all taught modules in Years 1 and 2, or a postgraduate certificate by successful completion of the four compulsory modules in Year 1. The structure of the course and the standard progression route for a two-year Masters degree are illustrated in the table below.

Full-time

The course offers a one year full-time taught Masters programme generally operating on a **two full day's per week** basis during the two University semesters. The usual teaching days for the core modules are Wednesday and Friday, although these and other optional modules may be timetabled for other days of the week. Students will also complete a dissertation of

10-15,000 words during this year (45 credits). Alternatively, students may obtain a postgraduate diploma, by successful completion of all taught modules, or a postgraduate certificate by successful completion of all four compulsory modules.

Certificate 60 credits	Diploma 135 credits	Masters 45 Credits
Introduction to research methods <i>15 credits</i> Health needs assessment & economic evaluation <i>15 credits</i> Introduction to statistics <i>15 credits</i> Key issues in global public health <i>15 credits</i>	The four certificate level modules (60 credits) plus a further five modules of 60 credits. Systematic reviews & critical appraisal techniques <i>15 credits</i> Qualitative research design & analysis <i>15 credits</i> <i>plus two optional modules chosen from:</i> Promoting evidence-based health care <i>15 credits</i> Advanced economic evaluation <i>15 credits</i> Epidemiological research design <i>15 credits</i> Health Promotion <i>15 credits</i> Public Health Informatics <i>15 credits</i> Randomised Controlled Trials <i>15 credits</i>	Dissertation <i>45 credits</i>

2.4.1. Core Modules for MPH (HSR) – (Total 135 Credits)

Introduction to Research Methods (15 credits) – this module provides an overview of qualitative and quantitative methods appropriate to researching the health of the public as well as a thorough grounding in the practice of public health research.

Key issues in Global Public Health (15 credits) – this module provides a foundation for other course modules by providing an introduction to key terms and concepts that underpin public health sciences and practice. It will also act as a self-contained module for people wanting an introduction to the principles of public health.

Health Needs Assessment and Economic Evaluation (15 credits) – this module provides an overview of contemporary approaches to assessing health needs and provides an introduction to key issues in economic appraisal in health care.

Introduction to Statistics (15 credits) – this module provides a foundation in statistical skills and analysis relevant to public health practice. This module will introduce students to the basic concepts and techniques of medical statistics, such as hypothesis testing and confidence interval estimation. Students will learn some simple statistical methods and the principles behind some of the more advanced techniques such as regression. It will equip students with the knowledge and skills necessary to understand and critically appraise statistics in research literature.

Systematic Reviews & Critical Appraisal Techniques (15 credits) – this module will enable students to be able to plan and undertake a search for high quality evidence relating to a topic of health care effectiveness, recognise the strengths and limitations of available printed, electronic and Internet sources of evidence on effectiveness, critically appraise a primary research article and present a summary of its salient points and applicability to health care practice, describe the defining characteristics of systematic reviews and the general principles of meta-analysis and undertake a limited review of a selected topic in health care practice and critically assess the methods and results.

Qualitative Research Design & Analysis (15 credits) – this module provides an introduction to qualitative methods and principles; data collection and analysis, coding, writing and presentation of qualitative data, policy recommendations and theory building.

Dissertation (45 credits) – the dissertation module provides training and support in planning and designing a research project (either primary or secondary data collection) relevant to health services research and technology assessment.

2.4.2. Optional Modules for MPH (HSR) – (Total 45 Credits)

Health Promotion - (15 credits) - the module aims to develop a critical understanding of the theory, concepts and practical issues relating to health promotion. The module is divided into two sections. The first section seeks to elaborate on the theoretical background with the aim of developing a critical awareness of the key concepts, debates and methods relating to health promotion. The second section aims to evaluate a range of health promotion strategies in different fields.

Public Health Informatics - (15 credits) - public health informatics is "the systematic application of information and computer science and technology to public health practice, research, and learning". This rapidly emerging field combines the use of public health information with use of information technology and the management of information systems. Particular emphasis will be placed on the phenomenon of global health issues (e.g. SARS, Avian Flu, AIDS etcetera) and the contribution that information technology can make to combating such global problems. This module aims to provide a wide-ranging overview of the application of public health informatics at a local, regional, national and international level.

Epidemiological Research Design (15 credits) – this module provides an overview of epidemiological research approaches relevant to public health research. An adequate level of knowledge and understanding of epidemiological methods is a basic requirement for effective public health practice. This module will cover measures of disease and association, epidemiological concepts and the main epidemiological research designs. Epidemiological concepts include association and causation, confounding and bias and the research designs will include cross-sectional, ecological, cohort, case-control and intervention studies. This module aims to develop an understanding and basic proficiency in epidemiological methods

as applied to public health, in particular in the areas of epidemiological concepts, measures, research designs and interpretation.

Promoting Evidence Based Health Care (15 credits) – this module will enable students to describe a range of approaches to promoting the use of evidence in health care policy and clinical practice, critically discuss the strengths and weaknesses of these approaches, critically discuss the challenges to and limitations of evidence as a basis for decision making in health care and identify features of published research evidence which make it more or less useful and usable to decision makers.

Advanced Economic Evaluation (15 credits) – this module will enable students to critically review the full range of techniques used in economic evaluation, apply the basic principles to the design of an economic evaluation of a health care intervention and assess the role and implications of economic evaluation for health policy.

Randomised Controlled Trials (15 credits) - Randomised Controlled Trials (RCTs) are used to test the effectiveness of interventions. This module covers the appropriate use of trials, the range of trial designs, strategies to optimise recruitment, sample size, outcome measures, and the use of economic and qualitative methods alongside trials, the role of clinical trials units, ethical issues and governance procedures.

2.4.3. Uncredited teaching: Generic and transferable skills

In addition to providing a thorough programme of teaching and learning activities in relation to public health, we also provide additional training in generic and transferable skills through the pool of researchers working in SchARR. These are generally not formally assessed. In previous years, generic and transferable skills provision has included:

SPSS training: basic training in using the Statistical Package for the Social Sciences.

Essay writing skills: training has been provided to enhance students essay writing skills.

2.5. Teaching Methods used on the Course

The teaching and learning strategy is based upon a commitment to innovative approaches, a student centred approach, and a close match between module aims and learning approaches. There is a combination of traditional lectures and seminars plus skills-focused workshops, problem solving seminars, topic based, and multi-disciplinary workshops. A key feature of the course team is a combination of academic and clinical backgrounds and disciplines, including the medical and public health practitioners, social sciences and biomedical sciences.

2.6. Learning outcomes

The modular structure of this programme means that the learning outcomes are module-specific. Consequently, learning outcomes for the course as a whole are at a high level of generality.

2.6.1. Learning outcomes for the Certificate in Public Health (Health Services Research)

Successful candidates for the Certificate will be able to:

- Comprehensively understand how the research process applies to health practice;
- Critically appraise research literature;
- Plan and utilise health services research.

2.6.2. Learning outcomes for the Diploma in Public Health (Health Services Research)

In addition to those learning outcomes above, successful candidates for the Diploma will be able to:

- Demonstrate the acquisition of health services research knowledge and skills and their application in a wide variety of settings;
- Provide practical skill that will enable students to undertake high quality, ethical health services research and technology assessment studies;
- Critically evaluate the knowledge base in each module content areas, and integrate understanding from different modules to enhance own and/or others' professional practice;
- Demonstrate transferable study skills appropriate to postgraduate level studies.

2.6.3. Learning outcomes for the Master in Public Health (Health Services Research)

In addition to those learning outcomes above, successful candidates for the MPH (HSR) will be able to demonstrate:

- An understanding of research methods;
- An ability to develop a research proposal;
- An ability to present an outline of their project to peers and supervisors;
- An ability to undertake a piece of original research;
- An ability to present the findings of their research in a written report.

2.7. Assessment Methods

Assessment of work will be on a fail, pass or distinction basis. The pass mark for each piece of assessed work will be 50; a fail mark is that which falls below 50. The mark for the award of a distinction will be 70. Students failing the assessment for a module will be allowed to resubmit that assessment once only, in line with University guidelines.

It is important for students taking the Certificate, Diploma and Master in Public Health (HSR) to be aware that assessment will encompass a variety of techniques, including essays, examinations and critical appraisal of research. The skills of essay writing and the marshalling of evidence are key skills that students will require in order to successfully complete this course.

The MPH (HSR) dissertation is described in more detail in the Module Handbook, but will be approximately 10-15,000 words in length and will be based on either original primary research, significant analysis of existing data sets (secondary research) or on a systematic or structured review of the research literature.

2.8. Credits required for Certificate, Diploma and Master in Public Health (Health Services Research)

Masters degrees are awarded on successful completion of 180 'M' level credits. The credits awarded are as follows:

- Certificate 60 credits (based on taught modules)
- Diploma 135 credits (based on taught modules)
- Masters 135 credits (modules) + dissertation (45 credits) = 180 credits

2.9. Enrolment on individual modules only

Some students who are not registered for either the Diploma or Master in Public Health may attend selected complete modules. It is envisaged that individual course modules will address the needs of existing public health specialists needing top-up training in specific "knows-how" and "shows-how" competencies as part of preparing their portfolio for applying for entry onto the Public Health Specialist Voluntary Register, as well as other students or professionals needing specific knowledge/skills in an aspect of public health or health services research.

2.10. Semester dates

Session 2009-10

Autumn Semester	Spring Semester
21 Sept 2009 to 6 Feb 2010	8 Feb 2010 to 12 June 2010

Please note that a separate timetable will be provided to students detailing classes, lectures and locations.

Session 2010-011

Autumn Semester	Spring Semester
20 Sept 2010 to 5 Feb 2011	7 Feb 2011 to 11 June 2011

Please note that a separate timetable will be provided to students detailing classes, lectures and locations.

Session 2011-12

Autumn Semester	Spring Semester
19 Sept 2011 to 4 Feb 2012	6 Feb 2012 to 9 June 2012

Please note that a separate timetable will be provided to students detailing classes, lectures and locations.

Session 2012-13

Autumn Semester	Spring Semester
17 Sept 2012 to 2 Feb 2013	4 Feb 2013 to 08 June 2013

Please note that a separate timetable will be provided to students detailing classes, lectures and locations.



SECTION THREE – THE TEAM

3. Introduction to the Course Team

The following is a list of the course team and also of other academics who are Module Leaders on the course. Modules on the MPH (HSR) are led by staff within the School of Health and Related Research (SchARR). All members of the course team extend their warm wishes and hope that you enjoy your time on the course and develop a keen sense of what you can contribute in the future.

3.1. The MPH (Health Services Research) Core Team

Professor Stephen Walters

Course Director MPH (HSR) and Professor of Medical Statistics and Clinical Trials

Stephen has over 16 years' experience of designing, analysing and reporting the results of a variety of studies including, randomised controlled trials, observational studies and surveys. He has over 146 publications (including 87 in refereed journals and 2 books). Stephen has been a co-applicant, statistical advisor and collaborator on numerous health services research projects. Stephen has developed several courses on teaching medical statistics to medical and health science students, clinicians and allied health professionals. Stephen is responsible for the module Introduction to Statistics and Critical Appraisal.

s.j.walters@sheffield.ac.uk

Caroline Dryden

Lecturer in Health Care Studies

Caroline is a Lecturer in Health Care Studies and a course tutor for Master of Public Health. She is co-ordinator of the Introduction to Research Methods module.

C.Dryden@sheffield.ac.uk

Dr Richard Cooper

Lecturer in Public Health

Richard is a Lecturer in public health and a course tutor for Master of Public Health. He is co-ordinator of health needs assessment module and contributor to the qualitative methods and introduction to public health modules.

richard.cooper@sheffield.ac.uk

Mr Andrew Booth

Director of Information Resources and Reader in Evidence Based Information Practice

Andrew is an information professional/lecturer/researcher with experience of a wide range of aspects of evidence based practice. His fifteen years' experience as a health information professional has included the King's Fund Centre where he managed three national information services and, since November 1994, SchARR, where he is Director of Information Resources. Andrew leads the module Systematic Reviews and Critical Appraisal Techniques.

a.booth@sheffield.ac.uk

Dr Paul Bissell

Course Directors MPH and Europubhealth, Deputy Director of Teaching

Paul has over 15 years of teaching and research experience and has a background in Medical Sociology and Health Services Research. He teaches on the Qualitative Research Methods module and the key issues in global public health module.

p.bissell@shef.ac.uk

Graham Jones

Graham is a Lecturer in Social Science and Health. He is the module leader for International Health Policy module and the Key Issues in Global Public Health module. He also contributes to the Health Leadership and Management module on Masters in Public Health

Graham.Jones@sheffield.ac.uk

Mrs Michelle Johnson

MPH (HSR) Programme Administrator

Michelle is the administrator for the MPH (HSR) Programme. She will be one of the most important contact points for you, for example in helping you register, keeping track of attendance, and you also hand in assignments to her.

m.e.johnson@shef.ac.uk

3.2. Other staff who lead MPH modules

Professor Steve Goodacre

Professor of Emergency Medicine

Steve trained as an Emergency Physician in Leicester and Leeds, completing his specialist medical training in 1998. He then moved to Sheffield to train in Health Services Research, completing a Masters degree in 2000 and his PhD in 2003. He was promoted to personal chair in 2007. Steve is responsible for the module Promoting Evidence-Based Health Care.

s.goodacre@shef.ac.uk

Nick Latimer

Research Fellow/Health Economics and Decision Science

Nick joined ScHARR in June 2008. Before this he graduated with a degree in economics from the University of Nottingham in 2003 and an MSc in Health Economics from the University of York in 2004. Nick has experience in both the public and the private sectors. Nick has previously worked as a Research Officer and Analyst at NERA Economic Consulting, a Health Economics Fellow at Queen Mary, University of London (QMUL), and a Health Economist at Roche Products Ltd. While at QMUL Nick was the principal health economist on the NICE clinical guideline for osteoarthritis. Nick leads the Advanced Economic Evaluation module.

n.latimer@sheffield.ac.uk

Dr Ravi Maheswaran

Clinical Senior Lecturer in Public Health

Ravi is responsible for undergraduate teaching in Public Health Medicine in Phase 3b of the MBChB. His research interests include geographical and environmental epidemiology and cardiovascular epidemiology. Current research is focussed on geographical variation in health and health care. Ravi leads the module Epidemiological Research Design.

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Dr Alicia O’Cathain

Senior Research Fellow

Alicia has over 19 years’ experience as a health services researcher, and trained as a statistician. Her interests include mixed methods (combining qualitative and quantitative methods), patient satisfaction, evaluation, surveys, and primary care. She leads the Randomised Controlled Trials Module.

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3.3. Other staff on MPH

Ms Alice Firth

MPH Programme Administrator

Alice is the programme administrator for the MPH. She will be one of the most important contact points for you, for example in helping you register, keeping track of attendance, and you also hand in assignments to her.

a.j.firth@shef.ac.uk

Dr Petra Meier

Deputy MPH course Director and Senior Lecturer in Public Health

Petra is a psychologist who has been involved in public health research for the past nine years. She teaches sessions on a number of other modules.

p.meier@shef.ac.uk

You can find more information on us all on our website

<http://www.shef.ac.uk/scharr/staff>