# Module Specification

## ABOUT THIS DOCUMENT

This module specification applies for the academic year 2018-19

Last revised 21 September 2016 by Adam Bourne

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## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Module name</th>
<th>Applied Communicable Disease Control</th>
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<tbody>
<tr>
<td>Module code</td>
<td>1454</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Pauline Paterson</td>
</tr>
<tr>
<td>Deputy Module Organiser</td>
<td>TBC</td>
</tr>
<tr>
<td>Contact email</td>
<td><a href="mailto:Pauline.Paterson@lshtm.ac.uk">Pauline.Paterson@lshtm.ac.uk</a></td>
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<tr>
<td>Home Faculty</td>
<td>Public Health &amp; Policy</td>
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<tr>
<td>Level</td>
<td>Level 7 (postgraduate Masters 'M' level) of the QAA Framework for Higher Education Qualifications in England, Wales &amp; Northern Ireland (FHEQ).</td>
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<tr>
<td>Credit</td>
<td>15 credits</td>
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<tr>
<td>Accreditation</td>
<td>Not currently accredited by any other body</td>
</tr>
<tr>
<td>Keywords</td>
<td>Communicable diseases, viral, HIV/AIDS, bacterial, TB, zoonotic diseases, parasitic, vulnerable groups, sexual &amp; reproductive health, health in emergencies, outbreaks, health systems, disease prevention &amp; control, health policy, tropical medicine, behavioural aspects, sexuality, globalisation, values/ human rights/(bio)ethics, health legislation, disease vectors, pathogens, food, water, sanitation, climate, epidemiology, planning and programming, teaching, communication, team-work, management /leadership, local / regional, international / global, rural, urban.</td>
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## AIMS, OBJECTIVES AND AUDIENCE

### Overall aim

To explore the core knowledge & skills necessary for the application of communicable disease control activities in a variety of settings & populations.

### Intended learning outcomes

By the end of this module, students should be able to:

- Differentiate the key mechanisms of communicable disease transmission, and to propose realistic public health prevention & control strategies
- Apply and evaluate the principles of surveillance and the characteristics of different surveillance systems, their strengths
and weaknesses, their usefulness, and their application to disease control

- Evaluate policies and programmes used in the prevention and control of important infectious diseases, and the issues involved in their implementation and evaluation
- Apply epidemiological methods to the investigation and management of outbreaks
- Examine the issues involved in managing and evaluating vaccination programmes
- Question the appropriateness of standard communicable disease control strategies for vulnerable, marginalised, and at-risk populations, and to propose alternative strategies
- Evaluate communicable disease control strategies using ethical frameworks
- Design communicable disease control strategies suited to the student’s own country or work situation

Target audience

This module is designed for students who wish to practise, have some responsibility for, or would like to enrich their knowledge of communicable disease control practice. As this module is centred on the application of core principles and practices, it should be relevant and interesting to a wide audience of students from different academic and experiential backgrounds. While it does attend to issues that have clear relevance to low and middle income settings, this module has more of a focus on high income countries. The module includes some aspects of epidemiology although those students wishing to significantly enhance their skills in this area are encouraged to take Epidemiology and Control of Communicable Diseases (ECCD). We strongly advise students not to take both this module (ACDC) and ECCD.

CONTENT

Session content

This highly interactive module seeks to prepare students for the practice of communicable disease control through a variety of teaching and learning strategies. Students will first be presented to the core concepts of communicable disease control (CDC) through a series of lectures and interactive seminars. Topics include:

- Surveillance
- Epidemiology
- Vaccinology
- Respiratory transmission
- Faecal-oral transmission
- Blood-borne transmission
- Blood & body fluid transmission
- Vector-borne transmission
- Marginalised & at-risk populations
- Public health communications
- Ethics of disease control

In addition to the lectures & seminars, students will work in small problem-based learning groups with a staff facilitator throughout the module. Each group will work on an emerging & realistic CDC scenario. The groups will be tasked with applying material taught in the module, and identifying alternative sources of information to plan strategies for resolving the problem-scenario presented.

### TEACHING, LEARNING AND ASSESSMENT

#### Study resources provided or required

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. Additional readings will be made available through the library. While there are no required books for this module, there is one highly recommended text, and two recommended texts for the students to consider:

**HIGHLY RECOMMENDED:**

**RECOMMENDED:**


#### Teaching and learning methods

Teaching will be carried out by means of lectures, seminars, and problem-based learning (PBL) sessions. Some of the lectures and seminars will be facilitated by external CDC experts to allow students the opportunity to be exposed to a diversity of perspectives. PBL sessions will take place in small groups, which will be led by a facilitator from LSHTM. The emphasis in PBL sessions will be on working through a realistic outbreak scenario as a small group, and applying core themes explored across the module, in order to realistically resolve the presented problem scenario. There is a significant focus on self-directed learning in this module. This said, the lectures and seminars are designed to complement the weekly topics explored in the PBL sessions. It is expected that students will draw on a number of resources to enrich their own learning, including subject experts / clinicians, academic literature, and module reading.

#### Assessment details

1. **A group assignment (50%)**
The PBL sessions will explore a realistic outbreak scenario, with structured evolutions over a four-week period. At the end of the PBL sessions, students will be asked to complete an individual outbreak report of 2,500 words, which summarises the actions taken by the group, with rationale, reflections and recommendations presented. Students will be evaluated on their critical evaluation of the outbreak, drawing on the core themes and topics presented throughout the module.

2. **An individual assignment (50%)**
Linked to the PBL sessions, each student will reflect on one of three key components of the outbreak (including communication strategies,
ethical issues of working with marginalised populations or epidemiological investigation methods) and critique their approach to the outbreak. Within the 1000-word limit, students should consider the evidence that informed their approach, the dynamics of their group interactions that influenced key decisions, and explore the potential consequences of their actions.

**Non-Assessed criteria**
As this module builds on sequential core concepts presented in PBL sessions, seminars and lectures, students are required to commit to full participation in all sessions.
Resit/deferred/new attempts - The task will be a take-home exam worth 100% of the final grade for students who are resitting all of the evaluative components, or equalling the percentage of the specific assignment missed. The student will be given an original outbreak scenario, which is different from the scenario discussed in the problem-based learning session. The student will have to answer a series of questions related to the scenario, and develop appropriate strategies related to the control of this outbreak. The student will be allowed to use both module and external reference resources in order to complete this task.

<table>
<thead>
<tr>
<th>Assessment dates</th>
<th>Assessment dates will be notified in advance. Resit/deferred/new attempts - the next assessment deadline will be during mid/late September of the current academic year.</th>
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</thead>
<tbody>
<tr>
<td>Language of study and assessment</td>
<td>English (please see ‘English language requirements’ below regarding the standard required for entry).</td>
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**TIMING AND MODE OF STUDY**

<table>
<thead>
<tr>
<th>Duration</th>
<th>5 weeks at 2.5 days per week</th>
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<tbody>
<tr>
<td>Dates</td>
<td>Monday morning to Wednesday lunchtime</td>
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<tr>
<td>Timetable slot</td>
<td>Term 2 - slot D1</td>
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<tr>
<td>Mode of Study</td>
<td>The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule.</td>
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| Learning time | The notional learning time for the module totals 150 hours, consisting of:  
  - Contact time ≈ 21 hours  
  - Directed self-study ≈ 12 hours  
  - Self-directed learning ≈ 87 hours  
  - Assessment, review and revision ≈ 30 hours |

**APPLICATION AND ADMISSION**

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>None</th>
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| English language requirements | A strong command of the English language is necessary to benefit from studying the module. Applicants whose first language is not English or
whose prior university studies have not been conducted wholly in English must fulfil LSHTM's [English language requirements](#).

<table>
<thead>
<tr>
<th><strong>Student numbers</strong></th>
<th>40 (numbers may be capped due to limitations in facilities or staffing)</th>
</tr>
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<tbody>
<tr>
<td><strong>Student selection</strong></td>
<td>Preference will be given to LSHTM MSc students and LSHTM research degree students. Other applicants meeting the entry criteria will usually be offered a place in the order applications are received, until any cap on numbers is reached. Applicants may be placed on a waiting list and given priority the next time the module is run. Full Registration (full participation) by LSHTM research degree students is required for this module.</td>
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