

MODULE SPECIFICATION

1. Overview

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|--|--|----|------|-----|
| Academic Year (student cohort covered by specification) | 2019-20 | | | |
| Module Code | 2401 | | | |
| Module Title | Family Planning Programmes | | | |
| Module Organiser(s) | Neha Singh and Ona McCarthy | | | |
| Faculty | EPH | | | |
| FHEQ Level | Level 7 | | | |
| Credit Value | CATS | 15 | ECTS | 7.5 |
| HESA Cost Centre | tbc | | | |
| HECoS Code | 100473 (health studies) and 100847 (reproductive biology) | | | |
| Term of Delivery | Term 2 | | | |
| Mode of Delivery | Face to face | | | |
| Mode of Study | Full time | | | |
| Language of Study | English | | | |
| Pre-Requisites | None | | | |
| Accreditation by Professional Statutory and Regulatory Body | Not currently accredited by any other body | | | |
| Module Cap (Maximum number of students) | 25-35 (numbers may be capped due to limitations in facilities or staffing) | | | |
| Target Audience | Students with an interest in family planning. No prior demographic/medical expertise is assumed. | | | |
| Module Description | A broad introduction to the structure, functions and impact of family planning programmes | | | |
| Duration | 5 weeks at 2.5 days per week | | | |
| Timetabling slot | Slot C2 | | | |
| Last Revised (e.g. year changes approved) | June 2019 | | | |

2. Programme(s) that this module is part of

| Programme <i>(Lead programme first)</i> | Status <i>(Compulsory/Recommended Option)</i> |
|---|---|
| Reproductive and Sexual Health Research | Recommended |
| Demography & Health | Recommended |
| Health Policy, Planning & Finance | Recommended |
| Public Health (Health Promotion Stream) | Recommended |
| Public Health for Development | Recommended |

3. Module Aim and Intended Learning Outcomes

Overall aim of the module

The overall module aim is to:

- impart an understanding of the structure and functions of family planning programmes in both high and low and middle income countries and to develop students' capacity to evaluate such programmes. Students will explore the design and quality of family planning programmes, as well as their health and demographic impacts.

Module Intended Learning Outcomes

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

1. Demonstrate how the diverse ways in which family planning programmes have been promoted in high and low and middle income countries
2. Analyse how the variation in approach to the promotion of family planning reflects policy priorities and socio-economic setting
3. Evaluate what is needed from the health system to implement family planning programmes
4. Assess the family planning needs of specific populations (e.g. people living with HIV, young people, post-partum women, refugees and displaced populations)
5. Explain the methods of induced abortion, how restrictions on safe abortion affect health, and analyse the main issues in design of abortion service programmes and their interplay with FP programmes
6. Analyse the design, quality, health effects and demographic impact of family planning programmes



4. Indicative Syllabus

Session Content

The module is expected to cover the following topics:

Organisation of family planning programmes

- How society and family planning programmes shape and influence each other
- Origins, policy objectives and development of family planning programmes, including political nature of FP programme funding, current players of FP programming
- Contraceptive methods, their safety and effectiveness, and implications for programmes
- Comparison of different service delivery systems including community-based distribution, static clinics and mobile outreach, and implications for client coverage, costs, logistics and staff requirements
- Financing for family planning
- Innovations in family planning service delivery
- Health systems and family planning including integration of services, scaling up and role of providers
- Best practices in programme implementation and scale-up

The needs of specific groups

- Design and implementation of abortion services, and their integration with family planning services
- The needs of special groups, including young people, people living with HIV, postpartum and post-abortion women and older people
- Relationship of family planning to broader reproductive health concerns
- The UK's family planning programme and teen pregnancy strategy

Evaluation

- Contribution of family planning and abortion to maternal and child health
- Evaluation of the family planning programme processes and outcomes
- Assessment of quality of care
- Impact of family planning programmes

5. Teaching and Learning

| Notional Learning Hours | | |
|---------------------------------|------------------------|------------------------------------|
| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
| Contact time | 35 | 23% |
| Directed self-study | 10 | 7% |
| Self-directed learning | 55 | 37% |
| Assessment, review and revision | 50 | 33% |
| Total | 150 | 100% |

Teaching and Learning Strategy

The teaching and learning strategy is primarily based on lectures and discussions on 15 family planning programme topics. There are 5 sessions that include group work, enabling students to consolidate their learning through practical application of what they have learned through interaction with their peers. While there are no required readings, the module handbook includes a recommended reading list, indicating resources that students are strongly recommended to read. There are 2 afternoon sessions where students can work on their assessment. The topics are linked directly to the assessment so students can complete the assessment alongside the module as they are learning.

Indicative Breakdown of Contact Time

| Type of delivery | Total (hours) |
|-------------------------|----------------------|
| Lecture & discussion | 30 |
| Group work | 2 |
| Student presentations | 1 |
| Practical | 2 |
| Seminar | 3.5 (optional) |
| Total | 35 |

6. Assessment

Assessment Strategy

The assessment consists of a 2500 word report for the Ministry of Health of one of the following countries: Occupied Palestinian Territories, Rwanda, India, Peru or the UK. The report will consist of 1) a situation analysis, 2) recommendations for addressing unintended pregnancies and unsafe abortion and 3) a monitoring and evaluation plan.

Students will be provided with a suggested outline of what topics to include in each section, which map to this module's intended learning outcomes.

Summative assessment

| Assessment Type <i>(delete as appropriate)</i> | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|---|--|------------------|--|
| Project | 2500 words | 100% | 1-6 (all) |

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

Resit/deferred/new attempts - the task will be the same but with a different country.

7. Resources

Indicative reading list

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. This module does not offer core readings. A reading list with suggested readings related to each session will be provided to students. These are starred and are available online via Moodle.

Other resources

N/A

8. Teaching for Disabilities and Learning Differences

Guidance note: explain the ways in which the Module addresses the needs of students with disabilities or learning differences. This may include facilities such as: the use of Penopto to record all lectures; provision of notes, slides and/or handouts prior to lectures/seminars; accessibility of teaching resources (Word, PowerPoint & Excel); all items on reading lists available in alternate or accessible formats; and any other work undertaken or student provision designed to enable access to learning.

Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module. All references will be available in accessible formats. All lectures will be recorded. Lecture slides and additional material will be provided on Moodle at least the day before each session.