



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2020-21
<b>Module Code</b>	2039
<b>Module Title</b>	Foundations in Reproductive Health
<b>Module Organiser(s)</b>	Dr Isabelle Lange and Dr Louise Tina Day
<b>Faculty</b>	Epidemiology & Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100473 : 100476 : 101408
<b>Term of Delivery</b>	Term 1
<b>Mode of Delivery</b>	For 2020-21 this module will be delivered online only.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using an online platform. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (Maximum number of students)</b>	30-35 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	This module is compulsory for students on the MSc Reproductive & Sexual Health Research
<b>Module Description</b>	This module seeks to develop foundational knowledge, skills and attitudes for reproductive health research. The module places a focus on medical, social, political and gender perspectives of reproductive health. Interventions, programmes, measurement methods of reproductive health burdens are explored. Students will develop skills to access information and critically appraise reproductive health literature

<b>Duration</b>	10 weeks at 2-3 half days per week
<b>Timetabling slot</b>	Term 1
<b>Last Revised (e.g. year changes approved)</b>	September 2020

<b>Programme(s)</b>	<b>Status</b>
This module is linked to the following programme(s)	
MSc Reproductive & Sexual Health Research	Compulsory

## Module Aim and Intended Learning Outcomes

<b>Overall aim of the module</b>
The overall module aim is to: <ul style="list-style-type: none"> <li>Give students an understanding of the main themes in reproductive health, and to enable students to find and interpret information sources relevant to reproductive health.</li> </ul>

<b>Module Intended Learning Outcomes</b>
Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> <li>Identify different medical, social, political and gender perspectives in which reproductive health is constructed, and understand how these perspectives influence research and practice</li> <li>Define and use demographic measures relating to fertility</li> <li>Appraise epidemiological methods used in reproductive health research</li> <li>Outline the rationale and approaches used for reproductive health interventions, programmes and policies through the lifecycle, including challenges related to social context</li> <li>Critically assess the reproductive health literature</li> </ol>

## Indicative Syllabus

<b>Session Content</b>
The module is expected to cover the following topics: <ul style="list-style-type: none"> <li>Issues related to researching reproductive health</li> <li>Reproductive health through the life-cycle (pre-conception, pregnancy &amp; childbirth, adolescence, STIs, , reproductive cancers</li> <li>Informed reproductive choices (contraception and induced abortion, safe childbirth</li> <li>Gender perspectives and reproductive rights</li> <li>Services, programmes and policies for reproductive health</li> </ul>

### Session Content

- Basic epidemiological and demographic methods related to fertility measurement

## Teaching and Learning

### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	50	33
Directed self-study	25	17
Self-directed learning	25	17
Assessment, review and revision	50	33
<b>Total</b>	<b>150</b>	<b>100</b>

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

### Teaching and Learning Strategy

The FRH module is built on 23 classes that feature different subjects and approaches in reproductive health, including sessions on demographic methods, literature searching and how to develop and apply conceptual frameworks in research. This module seeks to inform students about activities and scholarship in reproductive health in the research, programmatic and advocacy realms. In advance of each class, students will watch, read and engage with material prepared for them, such as pre-recorded lectures, short films, online resources, and literature. This material and related instructions will be made available six days before the live scheduled class dedicated to that topic. Twice a week, students and facilitators will come together for an interactive class (lasting up to 2 hours) which may consist of Q&A sessions to discuss the material, mini lectures, practicals and groupwork. Students are asked to present groupwork on their research of major actor-institutions in reproductive health in the middle of the term, giving practice in synthesis skills and critical thinking about the role of organisations in the global health landscape. At the end of the



### Teaching and Learning Strategy

term, an annotated bibliography is due which provides students with the opportunity to search and critically unpack the literature on a reproductive health topic of their choice. This is an unassessed assignment, however students receive written feedback.

## Assessment

### Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

The assessment for this module will be part of the summer exams which will be online .

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam (Papers 1 & 2)	1 question in Paper 1	100	1 – 5

### Resitting assessment

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

For students who are required to resit, or granted a deferral or new attempt, the task will be an examination the following academic year.



## Resources

### **Indicative reading list**

Collumbien M., et al. Social science methods for research on sexual and reproductive health. World Health Organization. 2012. (Chapter 1 & 2)

Barot S, Cohen SA. The Global Gag Rule and Fights over Funding UNFPA: The Issues That Won't Go Away. *Guttmacher Policy Review*; 18(2):27-33

Bongaarts J, Cleland J, Townsend J, Bertrand J, Das Gupta M. Explaining the neglect of family planning programmes since the mid-1990s. In: *Family Planning Programs for the 21st Century*. New York: Population Council. Pages 3-21 [Chapter 1]. 2012

Cleland J, Conde-Agudelo A, Peterson H, et al. Contraception and health. *Lancet* 2012;380:149-56

Graham W, Woodd S, Byass P, et al. Diversity and divergence: the dynamic burden of poor maternal health. *The Lancet* 2016; 388(10056): 2164-75.

Souza JP, Tunçalp O, Vogel JP, Bohren M, Widmer M, Oladapo OT, Say L, Gulmezoglu AM, Temmerman M. (2014) Obstetric transition: the pathway towards ending preventable maternal deaths *BJOG: An International Journal of Obstetrics & Gynaecology* Volume 121, Issue Supplement s1.

### **Other resources**

Module information, including timetables, session notes, practical instructions and key literature for each session will be made available via the Virtual Learning Environment (Moodle).



## Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to “SensusAccess” software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).