



MODULE SPECIFICATION

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| Academic Year (student cohort covered by specification) | 2020-21 |
| Module Code | 3192 |
| Module Title | Control of Sexually Transmitted Infections |
| Module Organiser(s) | Professor Philippe Mayaud, Professor Deborah Watson-Jones and Dr Helen Kelly |
| Faculty | Infectious & Tropical Diseases |
| FHEQ Level | Level 7 |
| Credit Value | CATS: 15 ECTS: 7.5 |
| HECoS Code | 100265:100345 (1:1) |
| Term of Delivery | Term 2 |
| Mode of Delivery | For 2020-21 this module is delivered online. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning). |
| Mode of Study | Full-time |
| Language of Study | English |
| Pre-Requisites | None |
| Accreditation by Professional Statutory and Regulatory Body | None |
| Module Cap (Maximum number of students) | 10-40 (numbers may be capped due to limitations in facilities or staffing) |
| Target Audience | This module is intended for students who are interested in the public health aspects and control of infectious diseases, especially sexually transmitted infections (STI). |
| Module Description | During this module, students will gain understanding of the epidemiology of sexually transmitted infection, and control measures in different contexts and among various target groups. |
| Duration | 5 weeks at 2.5 days per week |
| Timetabling slot | Slot D1 |
| Last Revised (e.g. year changes approved) | October 2020 |

| Programme(s) | Status |
|---|--------------------|
| This module is linked to the following programme(s) | |
| MSc Control of Infectious Diseases | Recommended Option |
| MSc Health Policy, Planning & Finance | Recommended Option |
| MSc Public Health for Development | Recommended Option |
| MSc Reproductive & Sexual Health Research | Recommended Option |
| MSc Tropical Medicine & International Health | Recommended Option |

Module Aim and Intended Learning Outcomes

| Overall aim of the module |
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| <p>The overall module aim is to:</p> <ul style="list-style-type: none"> provide students with an overview of the principles and practice of control of sexually transmitted infections (STI), mainly focusing on resource poor settings. |

| Module Intended Learning Outcomes |
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| <p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge and understanding of the principles underlying public health control of STI; Set priorities for STI control programmes, and select between a variety of available intervention options; Plan (including resource planning), monitor and evaluate public health programmes for the control of STI. |

Indicative Syllabus

| Session Content |
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| <p>The module is expected to include sessions addressing the following topics:</p> <ul style="list-style-type: none"> Models of STI control Clinical presentation of STIs Clinical management approaches Partner notification Role of the laboratory Surveillance of STIs Understanding and measuring sexual behaviour Interventions with specific groups |



Session Content

- Approaches to the control of specific STI pathogens
- Successes and failures in the control of STI epidemics and tackling emerging STIs
- Planning, monitoring and evaluation of STI programmes
- Current hot topics and controversies in STI control

Throughout the course, examples from different settings (geographical, epidemiological, resource-level) will be used to illustrate particular aspects of controlling STI)

Teaching and Learning

Notional Learning Hours

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
|---------------------------------|-----------------|-----------------------------|
| Contact time | 30-35 | 20-23 |
| Directed self-study | 15 | 10 |
| Self-directed learning | 15 | 10 |
| Assessment, review and revision | 85-90 | 57-60 |
| Total | 150 | 100 |

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 (online or on-campus) and self-directed study.

Teaching and Learning Strategy

There will be a number of lectures and practical exercises and time will be available for self-directed study; facilitated small group learning in the form of combined seminars; seminars delivered by external guests on current hot topics and controversies in STI control.



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 online.

Assessment will be by an individual written essay of 2500 words, the aim of which is to provide a proposal for an STI control programme in a given context.

For students who are required to resit, or granted a deferral or new attempt, the task will be an individual essay (2500 words) on STI control topic.

Summative Assessment

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|-----------------|--|---------------|--|
| Coursework | 2500 words | 100 | All |

Resitting assessment

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

Resources

Other resources

An electronic module handbook posted on Moodle containing information about each session and key references for the module. The handbook will contain lecture outlines and essential reading list, exercises or topics for group seminars, some published papers; before/at/just after each lecture and lecture notes.



Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the [Moodle Accessibility Statement](#) which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the [LSHTM Disability Support pages](#).