MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	3457
Module Title	Designing Disease Control Programmes
Module Organiser(s)	Lauren D'Mello-Guyett, Sian White and Prof Val Curtis
Faculty	Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	101317:100265 (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)	30-40 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is best for those who will work in disease control in low- or middle-income countries. Past participants have come from a wide variety of MScs including Public Health for Development, Control of Infectious Diseases, Tropical Medicine & International Health, Epidemiology, and Demography & Health.
Module Description	This course is for those who would like to learn about working in disease control programmes in low- and middle-income countries. Lectures cover some aspects of programme planning but the emphasis is on the development of practical skills that you will need to do such work in the real world. As in the real world, students will work in groups to evaluate the available evidence-based options and design a control programme for a specific disease problem in a specific setting. Each group is

	provided some background information on the problem and the situation, but more, of course, can be found from academic and other sources. Information and guidance on how to work well as a group will also be provided. A facilitator will also be available to answer your questions and provide feedback. Towards the end of the module, the facilitator will review your draft proposal and provide constructive comments. Finally, each group will make a brief presentation on their proposal (not assessed) and submit a joint final proposal document for assessment.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot C1
Last Revised (e.g. year changes approved)	October 2020

Programme(s) This module is linked to the following programme(s)	**Status**
MSc Control of Infectious Diseases	Recommended Option
MSc Public Health (Environment & Health)	Recommended Option
MSc Public Health for Development	Recommended Option

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: • work in groups to design a disease control programme for a specific low- or middle-income country. Participants will use principles and approaches from lectures in the study module, and draw on their own experience to carry out a task which reflects real-life program design constraints.

Module Intended Learning Outcomes
Upon successful completion of the module a student will be able to: 1. Follow a systematic process to define and solve a practical public health problem in a given setting; 2. Summarize and evaluate appropriate epidemiological information for the purpose of setting priorities and selecting appropriate interventions; 3. Carry out a critical appraisal of different control options and select appropriate interventions; 4. Formulate appropriate programmatic aims and objectives; 5. Describe how to organize a disease control programme with respect to human resources, logistics, capacity building, sustainability, and strengthening local structures and imbedding the programme in national systems;

Module Intended Learning Outcomes
6. Describe how to build an effective monitoring and evaluation system into a disease control programme; 7. Demonstrate skills related to the costing and budgeting of programme activities; 8. Develop critical reflections on the ways of working in LMICs and the role of development assistance and aid funding.

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • A Global Overview of Disease Control Programs; • Public Health Problem Diagnosis; • Using Evidence in the Real World; • Behaviour Change and Advocacy; • Monitoring and Evaluation; • Costing and Budgeting; • Capacity Building & Sustainability; • Two Technical Forums: Experiences from Organisations Working in LMICs & The Role of Aid Funding and Public Health Programmes • Group work and collaboration exercises.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	25	17
Directed self-study	50	33
Self-directed learning	30	20
Assessment, review and revision	45	30
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
Participants learn through problem solving in groups, drawing on the resources, sharing their own experiences and learning from experts with lots of real-world experience. To the extent possible, the disease and setting preferences of participants are considered in choosing the groups. Lectures are kept to a minimum (10.5 hours). Lectures cover some practical aspects of programme planning but the emphasis is on the development of practical skills through group work. There will also be two forums also held this year to give students real world examples to aid learning (3.5 hours). Facilitators are provided for expert consultation when requested by the groups but they are usually not expected to spend more than one to two hours per group per week. Therefore, most of the organisation, management, and approach of each group are determined by its participants.

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. Participants are assessed on: (i) Their group's final document (60%) (ii) Assessment by peers (20%) (iii) An individual assessment (20%) The written group report will have a maximum length of 20 pages.

Summative Assessment

Assessment Type	**Assessment Length (i.e. Word Count, Length of presentation in minutes)**	**Weighting** (%)	**Intended Module Learning Outcomes Tested**
Group Work	Maximum length of 20 pages	60	1-8
Peer Assessment	n/a	20	1-8
Individual exam	1 hour MCQ exam	20	1-8

Resitting assessment
Resits will accord with the LSHTM's Resits Policy For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	**Approved Alternative Assessment Type**	**Approved Alternative Assessment Length** (i.e. Word Count, Length of presentation in minutes)
Group work and Peer assessment	The task is to critique the design of a disease control project proposal	Maximum length is 2500 words

Resources

Indicative reading list
There is a set of specialised course notes, developed for this course, which students will work their way through in conjunction with the lectures (one chapter at a time). This resource will be on Module along with other resources, videos, example documents and recordings of lectures.

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.