



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	3463
Module Title	Tropical Medicine, Parasitology and Public Health
Module Organiser(s)	Professor Robin Bailey and Professor David Moore
Faculty	Faculty of Infectious & Tropical Diseases
FHEQ Level	Level 7
Credit Value	CATS: 60 ECTS: 30
HECoS Code	100267:100271:100265 (1:1:1)
Term of Delivery	Term 1
Mode of Delivery	<p>For 2020-21 this module is delivered online and on-campus at LSHTM during a five-week intensive block.</p> <p>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).</p> <p>The practical lab-based and clinical elements of this module will be scheduled in the intensive block.</p>
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	As for the MSc TMIH, the module is open to doctors who hold a medical qualification from a recognised medical school in any country and are registered to practice medicine by their national regulatory authority. Preference will normally be given to doctors who have several years' experience in clinical practice.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	30 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is intended specifically for students on the MSc Tropical Medicine and International Health.

Module Description	The module comprises the learning in tropical medicine, parasitology and public health delivered via the DTMH seminars, practicals and live sessions.
Duration	Students study full time for 12 weeks (three months), comprising 600 notional learning hours.
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	November 2020

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Tropical Medicine & International Health	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> provide medical doctors with the skills required to understand, diagnose, treat and prevent diseases that are especially prevalent in tropical and low resource countries.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Compare and contrast the management of communicable and non-communicable diseases in different contexts; Critically evaluate the evidence for public health interventions in resource-limited settings; Prepare and examine biological specimens for identification of common parasitic and bacterial pathogens and associated vectors Demonstrate understanding of the biology and the life cycles of the major pathogens and of their vectors or intermediate hosts; Demonstrate understanding of the pathogenesis and pathology of the major tropical diseases; Appreciate the epidemiology of the major tropical infections; Interpret and apply basic epidemiological and statistical methods; Appreciate methods available for chemotherapy and control of tropical infectious diseases; Be able to communicate knowledge and understanding as appropriate to target audiences of different kinds.



Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Lectures cover the causative organisms, epidemiology, pathogenesis, clinical features, diagnosis, management and prevention and control of tropical diseases. Time is set aside after each lecture for discussion. Implications for travel medicine are discussed where appropriate.
- Other seminars focus on aspects of community public health. These include an introduction to epidemiological methods used in the study of communicable diseases, and lectures on water supply, sanitation and nutrition.
- Seminars are also held on maternal and child health, non-communicable disease, population and reproductive health and mental health.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	450	75
Directed self-study	50	8.3
Self-directed learning	50	8.3
Assessment, review and revision	50	8.3
Total	600	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

Much of the programme is devoted to online seminars, in which a multi-disciplinary team of experts from within and outside the School covers a particular disease or group of diseases in depth.

The equivalent of one full day per week is devoted to parasitology teaching, however for 2020-2021 this is concentrated in the 5-week intensive block. Online Lectures link with hands-on practicals (on-campus) in which the laboratory diagnosis of all the major parasitic diseases is taught.

Clinical activities include problem-based teaching, small group discussions, case presentations, and participation in HTD Grand Rounds.

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 assessments for this module in term 1 will be online or face to face.

The module will be assessed by two in-module assessment tasks (25% each) and final unseen written assessments (50%) which will be conducted face to face or online.

The in-module assessment tasks will be of various types which may include individual tasks (such as evidence reviews, essays, preparing educational material, posters or presentations), structured tasks (for example an unseen written assessment or multiple-choice answer exam), collective tasks (such as groupwork) or combinations of the above.

The final unseen written assessments may include similar structured or practical tasks.

The nature and timing of the in-module assessments will be notified by the Module Organisers during Term 1.

The final unseen written assessments will be during the week before the start of Term 2. They may be online or face to face in 2021 depending on LSHTM coronavirus policy.



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)		50	All
Group work and Presentation	Word count notional but to be advised	12.5	All
Individual Presentation	As above	12.5	All
Timed Test (in-module test e.g. MCQ)	MCQ or similar task	25	All

Resitting assessment

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

The Resit assessment will normally be the same assessment type as the first attempt (see previous table).

Resources

n/a

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](#).