



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2022-23
<b>Module Code</b>	3192
<b>Module Title</b>	Control of Sexually Transmitted Infections (CSTI)
<b>Module Organiser(s)</b>	Professor Philippe Mayaud, Professor Deborah Watson-Jones and Dr Helen Kelly
<b>Faculty</b>	Infectious & Tropical Diseases
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	100265:100345 (1:1)
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	For 2022-23 this module will be delivered by predominantly face-to-face teaching modes.  Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered by predominantly face-to-face sessions. 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 (Indicative number of students)</b>	40 (numbers may be capped due to limitations in facilities or staffing, except for online students)
<b>Target Audience</b>	This module is intended for students who are interested in the public health aspects and control of infectious diseases, especially sexually transmitted infections (STIs) including HIV.
<b>Module Description</b>	During this module, students will gain understanding of the epidemiology of STIs, STI control measures in different contexts and among various high-risk groups with a focus on low- and

	middle-income settings; and how to plan, organise, monitor and evaluate an STI control programme
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot D1
<b>Last Revised (e.g. year changes approved)</b>	June 2022

<b>Programme(s)</b>	<b>Status</b>
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

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

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

## Indicative Syllabus

<b>Session Content</b>
<p>The module is expected to include sessions addressing the following topics:</p> <ul style="list-style-type: none"> <li>Models of STI control</li> <li>Clinical presentation of STIs</li> <li>Clinical management approaches</li> </ul>

### Session Content

- Partner notification
- Role of the laboratory
- Surveillance of STIs
- Interventions with specific high-risk groups
- Approaches for control of specific STI pathogens
- Opportunities and challenges associated with vaccination and screening and treatment
- Strategies in the control of STI epidemics, tackling emerging STIs, and efforts towards elimination of STIs
- Planning, monitoring and evaluation of STI programmes
- Effectiveness and Cost-effectiveness of various interventions
- 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 STIs.

## 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
<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.

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

There will be a number of lectures and practical exercises and time will be available for self-directed study; facilitated small group learning face-to-face or online; seminars delivered by external guests (some online) 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 undertaken face-to-face (if feasible/in accordance with guidelines at the time) and online for students enrolled in hybrid teaching mode.

Assessment will be a proposal for an STI control programme which will be prepared and written as a group of between 5-6 students, made up of 6 discrete sections. Each section will be written by one student and graded independently (which will form part of the overall grade). The aim is to develop a proposal for an STI control programme in a given context to be presented to a donor agency. On completion of the proposal in Week 5, there will be a group presentation, summarising the proposal, to a panel of reviewers (a donor agency). Finally, there will be a component of peer-marking to reflect in-group work contribution. Group work may be organised face-to-face and online (for hybrid teaching), and depending on current guidelines at the time.

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

### Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Group proposal	Up to 15 pages + up to 5 appendices produced as a group of 5-6 students	30%	1-3
Individual Section of the Group proposal	Individual section of the proposal (one of 6 sections) taken by each student in the group (approximately 2-3 pages per student)	50%	1-3



Group presentation	15-20 min presentation to panel (including Q&A)	10%	1-3
Peer assessment		10%	1-3

### 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](#).