



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2023-24
Module Code	3192
Module Title	Control of Sexually Transmitted Infections (CSTI)
Module Organiser(s)	Professor Philippe Mayaud, Professor Deborah Watson-Jones Dr Helen Kelly, and Dr Daniel McCartney
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 2023-24 this module will be delivered by a combination of face to face and hybrid teaching. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification, these will be delivered using preferably face to face sessions at LSHTM and synchronous online platform for students taking module as a hybrid mode. There will be a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning) for advanced preparations. All lectures will be recorded.
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	40 (numbers to be capped due to limitations in facilities or staffing, except for online students)
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 (STIs) including HIV.
Module Description	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, and budget for an STI control programme
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D1
Last Revised (e.g. year changes approved)	July 2023

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 Medical Microbiology	Recommended Option
MSc Public Health for Development	Recommended Option
MSc Reproductive & Sexual Health Research	Recommended Option
MSc Sexual & Reproductive Health Policy and Programming	Recommended Option
MSc Tropical Medicine & International Health	Recommended Option

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 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.

Module Intended Learning Outcomes
<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 STIs; 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 STIs.

Indicative Syllabus

Session Content

The module is expected to include sessions addressing the following topics:

- Models of STI control
- History of STI control
- Clinical presentation of STIs
- Clinical management approaches
- Partner notification
- Role of the laboratory
- Surveillance of STIs
- Gender, diversity and sexual orientation
- Interventions with specific key populations
- 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. This will be achieved, inter alia, by a diversity of lecturers from or with experience of working in high- and low- and middle income settings.

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 face to face or online; debates and seminars delivered by internal and external lecturers (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.

Assessment will be the development of a proposal for an STI control programme on a specific population and setting to be chosen from a set list, which will be prepared, written, and presented as a group of 5-6 students for the formative part (Background and Situation Analysis), whilst each individual student will write their own concept note for intervention proposal made of sections such as Rationale, Aims and Objectives, Intervention package, Monitoring and Evaluation Plan and indicative Budget using the scenario chosen by their group. The group component will be presented to a panel of reviewers (a donor agency) at some point during the course for Q&A and feedback, whilst the individual part will be submitted by individual students during the last week of the course. There will be a component of peer-marking to reflect in-group work contribution. Group work may be organised face to face and/or online (hybrid teaching), and depending on current health and safety guidelines at the time.

Assessment Strategy

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 4 pages + up to 2 appendices produced as a group of 5-6 students	10%	1-3
Group presentation	15min presentation to panel (including Q&A)	10%	1-3
Peer assessment		10%	1-3
Individual concept note of the proposal in the setting/population chosen by the group	Approximately 4-5 pages or 2500-3000 words; plus one page for references and 1-2 pages for two appendices (a budget table; Gantt chart/timeline).	70%	1-3

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy. It will consist of a individual 2500 word essay.](#)



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](#).