

# Module Specification

2022/23

## Part A: Module Summary Information

<b>1 Title of Module</b>	<b>Sexual, Reproductive, Maternal, Newborn and Adolescent Health</b>
<b>2 Module Code</b>	TROP729
<b>3 Academic Year</b>	2022/23
<b>4 Semester</b>	2
<b>5 Credit Level</b>	7
<b>6 Credit Value</b>	20
<b>7 Module Convenor</b>	
<b>8 Deputy Convenor</b>	
<b>9 Other Staff</b>	Module Convenor tbc Deputy Convenor tbc Other staff tbc
<b>10 Board of Studies</b>	International Public Health
<b>11 External Examiner(s)</b>	Dr Rebecca King
<b>12 Pre-Requisite Modules</b>	tbc
<b>13 Other Pre-Requisites</b>	Equivalent learning/previous experience of working in a sexual and reproductive health, maternal and newborn health or adolescent programme as a clinician, public health practitioner or policymaker. This experience will be accepted instead of taking the prerequisite modules.
<b>14 Modules for which this is a Pre-Requisite</b>	None
<b>15 Co-Requisite Modules</b>	None
<b>16 Programme(s) for which this Module is Mandatory</b>	MPH-SRH
<b>17 Programme(s) for which this Module is Required</b>	None
<b>18 Programme(s) for which this Module is Optional</b>	MPH(I); MPH-HH; MPH-MHS; MPH-OCHP; MTID; MTP (only available to MTP students if they have already taken 724 in Block 2); LEAP

## Part B: Learning & Teaching and Assessment Information

### 19 Aim of the Module

This module aims to equip students with knowledge and skills of how to design, implement, monitor and evaluate sexual, reproductive, maternal, adolescent health (SRMNAH) programmes in low- and middle-income countries.

### 20 Overview of the Module

This module prepares students for leadership roles in improving sexual, reproductive, maternal, adolescent health (SRMNAH) in a range of settings in low-and middle-income countries. It covers a wide breadth of contemporary issues in SRMNAH and explores approaches to reducing health inequities by enhancing policy and practice based upon sound, evidence-based principles. The module gives graduates key transferable knowledge and skills in situational analysis, quality improvement and monitoring and evaluation in SRMNAH. Following the taught component, students will complete a policy brief and present a poster based on situational analysis. The module is underpinned by LSTM's mission to reduce the burden of sickness and mortality among vulnerable communities in low- and middle-income countries through the design and delivery of effective evidence-based interventions to improve human health.

### 21 Learning and Teaching Strategy

No.	Type	Hours	Notes
21a	Lectures	30	Interactive face-to-face lectures and group work.
21b	Seminars	13	LSTM experts and Guest lecturers (e.g., from WHO, MoH, other academic institutions), face-to-face or live online session
21c	Tutorials	6	One-to-one sessions with students to discuss assignments and progress.
21d	Laboratory Work	2	Recorded or face to face interaction with laboratory-based tests relevant to SRMNAH
21e	Field Work	9	Virtual through recordings from the field. Visit to a Sexual and Reproductive Health clinic in Liverpool or virtual visit to a SRMNAH programme in a low- and middle-income country.
21f	Placement		
21g	Online		
21h	Assessment	30	Formative assessment of group work and peer review within groups, summative assessment Policy brief preparation and poster presentation.
21i	Other		
21j	Independent Study	110	Guided reading, working on assignments, wider reading around the subject.
	<b>Total</b>	<b>200</b>	

**22 Assessment Strategy**

<b>No.</b>	<b>Assessment Type</b>	<b>Word Count</b>	<b>Duration (minutes)</b>	<b>Semester</b>	<b>% of Final Module Mark</b>	<b>Anonymous Marking</b>	<b>Description of Assessment</b>
1	Poster		15	2	20	No	Oral presentation based on directed reading/coursework on the design of a monitoring & evaluation or QI strategy within a SRMNAH programme. in a named LMI country setting. Must reference specific principals adopted in development of the strategy.
2	Written assignment	2000		2	80	Yes	Written assignment based on coursework that includes group work on the application of evidence-based principles of monitoring and evaluation in programmes in low-and middle-income country settings.

## 23 Achievement of Learning Outcomes

Upon successful completion of the module, students will be able to:

No.	Learning Outcome	Mode of Assessment	Method of Teaching
1	Critically review the epidemiology, social, biological, environment, political and ethical issues that impact on sexual reproductive maternal, newborn and adolescent health and wellbeing in low- and middle-income countries (LMICs).	Oral presentation, Policy brief	Lectures, tutorials, online resources, group work, placement, case scenarios and practical skills.
2	Critique government and non-governmental responses to key issues in sexual and reproductive health in LMICs.	Oral presentation, Policy brief	Lectures, tutorials, online resources, group work, placement, case studies.
3	Appraise ethical, legal and other factors that have a major influence on human sexuality, sexual health practices and the development of services in LMICs.	Oral presentation, Policy brief	Lectures, tutorials, online resources, group work, placement, case studies.
4	Analyse global and national strategies for sexual and reproductive health and design context relevant solutions to sexual reproductive maternal, newborn and adolescent health challenges in LMICs.	Oral presentation, Policy brief	Lectures, tutorials, online resources, group work, placement, case studies.

## 24 Development of Skills and Attributes

No.	Skill or Attribute	How Developed	Assessment (if applicable)
1	Critical thinking	Engagement with primary research literature	Presentation, assignment
2	Time management	Completion of assessment task to deadline	Presentation, assignment
3	Presentation skills (Written, visual and oral)	Student presentations	Presentation
4	Group working	Group exercises and case studies	Formative peer review of contributions to discussions and teamwork.
5	Leadership	Group work	n/a

## 25 Syllabus

The syllabus below outlines the broad themes and some of the content that will be covered as a guide. However, it is not exhaustive as we are keen to address priority SRMNAH issues in global health that may change over time and we would like to adapt the curriculum to accommodate for these changes. Legislation and ethics underpin all aspects of SRMNAH and will therefore be incorporated in all the broad themes.

Overview of sexual health and wellbeing throughout the life course, with a focus on LMICs

- Human sexuality
- Adolescent sexual and reproductive health
- Rights-based approach to human sexuality and reproductive health

Overview of major sexual and reproductive health priorities for populations living in LMICs, linking this to values, attitudes, social and cultural perspectives.

- Adolescent sexual and reproductive health
- Family planning (Contraception, Infertility, termination of pregnancy)
- Sexually transmitted infections (HIV, syphilis etc)
- Care of mothers, newborns, families (male)
- Stillbirths

- Maternal and newborn morbidity and mortality
- Sexual and gender-based violence
- (Quality of Care should underpin all the above)

Evidence base for the development of context specific SRH, adolescent health programmes (co-development) and issues around practical delivery of services for sexual health services

- Accessibility, availability, acceptability, quality of health services for SRH/MNH
- Supply and demand (what do they want?) e.g. community engagement in developing services-
- Services linked to pregnancy and childbirth
- Services for STIs (e.g. HIV, syphilis), cervical cancer and HPV
- Financing of SRH/MNAH services (Core module: PH practice)

Case studies from LMICs will be drawn from throughout.