



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	2605
Module Title	Abortion Policy & Programming
Module Organiser(s)	Kate Reiss, Ernest Maya, Koma Jehu-Appiah and Paul Lokubal
Faculty	EPH
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	101317; 100473; 100476
Term of Delivery	Term 2
Mode of Delivery	Online
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)	30
Target Audience	This module is intended for those with an interest in working as, or already working as, Public Health/Sexual and Reproductive Health practitioners, policy makers and programme implementers.
Module Description	The module will cover abortion policy and programming in low- and middle-income settings, including settings where abortion is restricted. The module will discuss concepts of safety in abortion care, global and regional policies, programming for abortion care, and the roles of stakeholders in influencing policies and programmes
Duration	5 weeks
Timetabling slot	Slot C2
Last Revised (e.g. year changes approved)	April 2022



Programme(s)	Status
This module is linked to the following programme(s)	
MSc Sexual and Reproductive Health Policy and Programming	Recommended

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"> equip students with the knowledge and tools necessary to strengthen health sector policies and programmes for safe abortion care in low- and middle-income settings.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Appraise the historical, socio-political, cultural, legal, ethical and health systems facilitators and barriers to provision of and access to safe abortion care in low- and middle-income settings. Discuss how abortion care policies impact access to safe abortion care. Critically appraise programmatic strategies and apply lessons learned to inform comprehensive abortion care in different contexts. Identify key stakeholders and decision-makers involved in abortion policy and programming and communicate recommendations to them to improve access to and provision of safe abortion care in different contexts.

Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> Historical, socio-political, legal and cultural context of abortion, globally and in sub-Saharan Africa Values clarification around abortion attitudes

- Concepts of safe and unsafe/least safe abortion
- Abortion measures and indicators, and critical assessment of the evidence base on abortion.
- Global and regional policies on safe abortion care, including in settings where abortion is restricted.
- Programming for comprehensive abortion care including: safe abortion care and different methods of abortion; abortion related complications; post-abortion care including post-abortion contraception; equitable and timely access to services; who provides care; quality of care; addressing key health systems building blocks (supply chain, human resources, information system); role of self-care and community.
- Roles of key stakeholders on influencing how policies and programmes for safe abortion care are developed and implemented.
- Strategies for communicating programmatic and policy recommendations for safe abortion care to key stakeholders.

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	30 (20 synchronous)	19%
Directed self-study	40	27%
Self-directed learning	40	27%
Assessment, review and revision	40	27%
Total	150	100%

Teaching and Learning Strategy

Students will learn through a mix of pre-recorded lectures to introduce key concepts; facilitated workshops, e.g. on values clarification; facilitated whole class discussions; facilitated and un-facilitated small group discussions and activities, and Q&A sessions. Students will also undertake directed self-study activities and independent, self-directed learning.

Formative tasks will include activities to be completed independently then shared on forums or other online platforms. Student led seminars, or sections of seminars, in which students will present and receive informal feedback from tutors and peers.

Indicative Breakdown of Contact Time:

Type of delivery	Total (hours)
Lecture	5
Seminar	5
Workshop	3
Facilitated group discussion	5
Q&A	2
Asynchronous contact hours (e.g. pre-recorded lectures)	10
Total	30

Assessment

Assessment Strategy

Students will prepare and deliver a country-specific presentation, critically appraising abortion policy & programming in that setting, directed at a specific group of stakeholders, in which they will make recommendations for improving provision of and access to safe abortion care specific to the setting they have investigated.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	7 minutes individual presentation and 5 minutes Q&A	100%	All

Resitting assessment

Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.

Resits will be a 7 minute individual presentation and 5 minute Q&A on a new topic.



Resources

Indicative reading list

Berer, M. (2017). Abortion Law and Policy Around the World: In Search of Decriminalization. *Health and Human Rights Journal* 19(1):13-27 <https://www.jstor.org/stable/90007912>

Ghana Health Service (2021). *Abortion Care Services Standards and Protocols* (4th Edition).

Lavelanet, A. et al (2018). Global Abortion Policies Database: a descriptive analysis of the legal categories of lawful abortion. *BMC International Health and Human Rights* 18-44 doi: 10.1186/s12914-018-0183-1

Othnan, R. et al (2012). Abortion Policy Analysis. *Middle East Journal of Nursing* 6(5):32-39 <http://www.me-jn.com/archives/September2012.pdf>

Skuster, P et al (2022). Self-managed abortion: Aligning law and policy with medical evidence. *International Journal of Gynecology and Obstetrics* 160: 720-725. Doi: 10.1002/ijgo.14607

World Health Organization (2022). *Abortion care guidelines*. World Health Organization. <https://srhr.org/abortioncare/>

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to course materials, including any lecture notes and copies of the slides used during lectures (live and pre-recorded). 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.