



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	2459
Module Title	Current Issues in Maternal & Perinatal Health
Module Organiser(s)	Prof Véronique Filippi, Dr Hannah Blencowe and Loveday Penn-Kekana
Faculty	Epidemiology & Population Health
FHEQ Level	Level 7
Credit Value	CATS: 15 ECTS: 7.5
HECoS Code	101309 : 101317 : 101049
Term of Delivery	Term 2
Mode of Delivery	For 2020-21 this module is delivered online. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Maximum number of students)	35 (numbers may be capped due to limitations in facilities or staffing)
Target Audience	This module is open to anyone with an interest in the public health problems of pregnant women and babies in low-income countries. Experience of working in a low-income setting is desirable.
Module Description	The module focusses on maternal and perinatal/newborn health in low- and middle-income countries. It uses an interdisciplinary lens to explain the high burden of mortality and morbidity in these settings and to evaluate possible options for improving access and the provision of quality care from a health system and person-centred perspective.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D1

Last Revised (e.g. year changes approved)	September 2020
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Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health for Development	Recommended
MSc Control of Infectious Diseases	Recommended
MSc Health Policy, Planning & Financing	Recommended
MSc Public Health (Environment & Health)	Recommended
MSc Public Health (Health Promotion)	Recommended
MSc Reproductive & Sexual Health Research	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"> Explore the nature and determinants of health and complications in pregnant women and babies, and to demonstrate the contribution of methods drawn from epidemiology, demography and the social sciences to problem identification and to the design and evaluation of strategies to improve the health of pregnant women and babies in low- and middle-income 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"> Demonstrate advanced knowledge of contemporary issues in safe motherhood and perinatal health in low- and middle-income countries Appraise evidence critically on what has been shown to work/not to work in safe motherhood and perinatal health in low- and middle-income countries Propose programmatic options for dealing with maternal and perinatal health problems in specific settings or populations in low- and middle-income countries Assess critically the relative merits of the different options

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- The public health problems facing pregnant women and babies and the complex of factors which contribute to these problems
- Indicators of levels of maternal and perinatal health and sources of information
- Methods and techniques from different disciplines which can contribute to documenting and resolving health problems of pregnant women and babies
- Current supply-side and demand-side strategies for the improvement of maternal and perinatal health
- Links between the health of women and babies

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	35	23
Directed self-study	45	30
Self-directed learning	20	13
Assessment, review and revision	50	33
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

The module offers a mixture of synchronous and pre-recorded lectures followed by discussion and staff-facilitated problem-based small group work.

Opportunities will be provided for students to share and discuss their previous experience in Maternal and Perinatal Health with faculty members and peers.

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. The grade for summative assessment will go towards the overall award GPA.

The assessment for this module will be online.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	Individual poster on group topic	100	1, 2, 3, 4

Resitting assessment

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

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Individual poster	Individual essay on group topic	1000 words



Resources

Indicative reading list

- Maternal Health, 2016: <http://www.thelancet.com/series/maternal-health-2016>
- Optimising Caesarean Section Use, 2018: <https://www.thelancet.com/series/caesarean-section>
- Midwifery, 2014: <http://www.thelancet.com/series/midwifery>
- Ending preventable stillbirths, 2016: <http://www.lancet.com/series/ending-preventable-stillbirths>
- 'Every Newborn', 2014: <http://www.thelancet.com/series/everynewborn>

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](#).