



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2021-22
Module Code	2459
Module Title	Current Issues in Maternal & Perinatal Health
Module Organiser(s)	Drs Hannah Blencowe, Meghan Kumar 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 2021-22 this module is currently planned as a mixture of online and face to face teaching. 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 (indicative 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 improving maternal and newborn health worldwide. Experience of working in maternal newborn health within a high mortality context is desirable, but not essential.
Module Description	The module focusses on maternal and newborn health worldwide, and the close links between the health of women and babies. It uses an interdisciplinary lens to explore inequities in maternal newborn health and access to high-quality healthcare. Students will have opportunity to evaluate possible options for improving access and the provision of quality care from both a health system and a person-centred perspective. Specific focus is



	given to maternal newborn health and stillbirth in high mortality contexts.
Duration	5 weeks at 2.5 days per week
Timetabling slot	Slot D1
Last Revised (e.g. year changes approved)	August 2021

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"> • Provide students with an overview of maternal and newborn health, including stillbirth, and the role of quality, equity and access to healthcare on survival and health of pregnant women and babies worldwide. • To apply interdisciplinary learning to problem identification and to the design and evaluation of strategies to improve quality, equity and access to healthcare for pregnant women and babies within a high mortality context.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss critically current inequities in patterns in maternal newborn survival and health including stillbirth, and the underlying factors, including the role of high-quality healthcare 2. Appraise critically evidence for interventions to improve quality/equity/access for Maternal Newborn Health in high mortality contexts 3. Conceptualize how/when/where to intervene at different levels of the health system to overcome quality/equity/access barriers to evidence-based Maternal Newborn Healthcare, and to evaluate the relative merits of the different interventions/options 4. Effectively synthesise and present context-relevant programmatic interventions to improve quality/equity/access for Maternal Newborn Health in specific high mortality settings or populations



Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Overview of maternal and newborn health worldwide, including the links between the health of women and babies, and the complexity of factors which contribute to poor health and mortality, including stillbirth
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- Applying definitions, frameworks and key concepts of quality, equity and access to Maternal Newborn Healthcare
- 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 high-quality maternal and newborn healthcare
- Assessing evidence for interventions to improve maternal newborn health through improving quality, equity and access to healthcare
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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 written assessment	60	1,2,3,4
Coursework	Group poster presentation	40	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 written assessment	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](#).