



## MODULE SPECIFICATION

<b>Academic Year (student cohort covered by specification)</b>	2023-24
<b>Module Code</b>	2459
<b>Module Title</b>	Current Issues in Maternal & Perinatal Health
<b>Module Organiser(s)</b>	Drs Hannah Blencowe, Uduak Okomo and Loveday Penn-Kekana
<b>Faculty</b>	Epidemiology & Population Health
<b>FHEQ Level</b>	Level 7
<b>Credit Value</b>	<b>CATS:</b> 15 <b>ECTS:</b> 7.5
<b>HECoS Code</b>	101309 : 101317 : 101049
<b>Term of Delivery</b>	Term 2
<b>Mode of Delivery</b>	<p>For 2023-24 this module will be delivered hybrid, with predominantly face-to-face teaching modes for London-based intensive MSc students and online modes for students studying on the intensive online Sexual &amp; Reproductive Health Policy and Programming MSc.</p> <p>For all students there will be a combination of live and interactive activities (synchronous learning where all students, online or face-to-face, are expected to attend at the same time) as well as pre-recorded materials and self-directed study (asynchronous learning).</p>
<b>Mode of Study</b>	Full-time
<b>Language of Study</b>	English
<b>Pre-Requisites</b>	None
<b>Accreditation by Professional Statutory and Regulatory Body</b>	None
<b>Module Cap (indicative number of students)</b>	35 (numbers may be capped due to limitations in facilities or staffing)
<b>Target Audience</b>	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.
<b>Module Description</b>	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.
<b>Duration</b>	5 weeks at 2.5 days per week
<b>Timetabling slot</b>	Slot D1
<b>Last Revised (e.g. year changes approved)</b>	July 2022

<b>Programme(s)</b>	<b>Status</b>
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

<b>Overall aim of the module</b>
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>



### Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

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
- 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

### Teaching and Learning

#### Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	50	33
Directed self-study	25 timetabled Plus 25 in own time	3
Assessment, review and revision	50	33
<b>Total</b>	<b>150</b>	<b>100</b>

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.

Directed self-study includes 25 hours of private study within timetabled hours plus an estimated additional 25 hours of further reading and other self-study outside of hours (~5 hours a week). In addition, there are up to 50 further hours to work on revision, review and preparation for the assessment.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive 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 mixed-mode, with the individual written assessment submitted via Moodle, and the group poster presentation examined as part of a synchronous hybrid poster presentation session.

### 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](#).