

CURRENT ISSUES IN SAFE MOTHERHOOD & PERINATAL HEALTH (2459)

ORGANISER: Dr Veronique Filippi

TIMETABLE SLOT: Term 3 - E2

AIM

To explore the nature and determinants of ill-health 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 developing countries.

OBJECTIVES

By the end of this module students should be able to:

- (i) demonstrate advanced knowledge of contemporary issues in safe motherhood and perinatal health in developing countries;
- (ii) appraise evidence critically on what has been shown to work/not to work in safe motherhood and perinatal health;
- (iii) propose programmatic options for dealing with maternal and perinatal health problems in specific settings or populations in developing countries;
- (iv) assess critically the relative merits of the different options.

CONSTITUENCY

This module is open to anyone with an interest in the public health problems of pregnant women and babies in developing countries.

CONCEPTUAL OUTLINE

This module provides participants with the opportunity to explore the following areas/themes:

1. The public health problems facing pregnant women and babies and the complex of factors which contribute to these problems.
2. Indicators of levels of maternal and perinatal health, methods of measurement and sources of information.
3. Methods and techniques from different disciplines which can contribute to the study of the Health problems of pregnant women and babies.
4. Current strategies for the improvement of maternal and perinatal health.
5. Links between the health of women and babies.

TEACHING STRATEGY

This module starts with lectures in weeks 1 and 2, organised around broad themes, to cover common ground. It moves to a problem-based approach in weeks 3, 4 and 5. At the beginning of week 3, participants are offered a choice of a problem topic to work on. Participants are then divided into groups of about 6-7 members and spend the

remainder of the module working as a group on their particular problem. Each group is allocated a staff facilitator who is available for consultation. During the last week of the module each group makes a presentation of their findings to the rest of the class. Because of the way the problems are organised, participants can enjoy stimulating group work as well as the opportunity to explore real-life topics, determine their own learning plan, and explore issues in depth.

LEARNING TIME

Total learning time is 100 hours, composed of: contact time = 26 hours; reading/ assignment/ assessment time = 44 hours; private study time = 30 hours.

ASSESSMENT

Participants are assessed on the basis of their group's poster presentation during the final week of the module and of an individual mark for a short editorial to the BMJ (400-600 words).