

**CENTRE FOR INTERNATIONAL
CHILD HEALTH**

INSTITUTE OF CHILD HEALTH

MSc/DIPLOMA EXAMINATION

**MOTHER AND CHILD HEALTH
COMMUNITY DISABILITY STUDIES**

23 MAY 2002

PAPER III MODULES

Thursday, 23rd March 2002

Blue Group Start: 10:00 Finish: 10:45

Pink Group Start: 10:00 Finish: 10:45

NUTRITIONAL ASSESSMENT AND INTERVENTIONS FOR INDIVIDUALS AND COMMUNITIES

G005

Module Coordinator: Suzanne Filteau

Answer one of the following questions:

1. Some agencies are now recommending that HIV-infected women without assured access to safe hygienic infant formula from the infant's birth, should exclusively breastfeed for about 6 months and then wean abruptly.

Consider middle to low-income urban African women with access to HIV counselling and testing and to reasonably good basic maternal health care, but not to antiretroviral drugs.

Discuss:

- a) potential nutritional and health problems for infants undergoing such a feeding regimen,
and
- b) how the health services might support these women and infants.

OR

2. There is increasing evidence that vitamin D is important for optimum immune function and resistance to infection. Design a research protocol for the case of an urban slum in South Asia. The protocol should simultaneously:
 - a) determine whether vitamin D deficiency is contributing to the high morbidity and mortality from pneumonia in children under 5 years
and
 - b) evaluate the efficacy of an appropriate intervention to improve vitamin D status.

OR

3. Recent surveys have shown that stunting and micronutrient deficiencies are common among school children in South Africa but that wasting is rare. Design a programmatic nutritional intervention aimed at these schoolchildren and describe how you will monitor it.

CURRENT ISSUES IN INCLUSIVE EDUCATION I RESOURCE POOR COUNTRIES

G021

Module Coordinator: Prue Chalker

Answer one of the following questions:

1. How would you describe the difference between integrated education and inclusive education?

Do you think inclusive education will remain a dream for most countries in the world?

Are there strategies that you can suggest that may start the process of inclusive education in countries where money is scarce?

OR

2. What are the inadequacies of the medical and charitable models of disability?

People with disabilities developed the social model of disability. It is considered to be a more positive and useful way of viewing disability.

How do you interpret the social model?

What are the implications of using the social model in your situation?

OR

3. The Child-to-Child approach is used in some way or another in over 80 countries in a variety of settings.

What are the lessons that we can take from Child-to-Child experiences that help to make schools more inclusive and welcoming for all children?

Please describe some examples.

END OF PAPER