

Syllabus Integrated Module: Maternal and Child Health

Module # 117	Integrated Module: Maternal and Child Health: A Basic Overview/Introduction
Coordinator	Cheri Pies MSW DrPH Clinical Professor MCH Program, DrPH Program, MSW/MPH Concurrent and Dual Degree Programs School of Public Health 279 University Hall Berkeley CA 94720 cpies@berkeley.edu
Dates	April 2018, 17, 18 & 20 April 2018, 24, 25 & 26
Credits/ECTS	3 ECTS
Location	Room : Grande Salle, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	<p>This one-week intensive course on Maternal and Child Health (MCH) will provide students with a broad overview and introduction to selected MCH-related issues and will include a focus on the ways in which poverty, politics, and racial and ethnic disparities affect the health of families, women, children and adolescents. Students will be given the opportunity to discuss and examine current issues central to maternal and child health, review the latest literature on new directions in the field, explore existing data sources and the uses of data to improve maternal and child health, and discuss the ways in which the political context in a given nation/country affects the health and well-being of families.</p> <p>This course is designed to be a rigorous and engaging undertaking that includes lecture, interactive activities learning opportunities, and a culminating project for each student. Some of the assigned readings will be discussed in class, student participation will be a vital part of class sessions, and lively and intellectually stimulating discussions will be the hallmark of the class.</p>
Prerequisites	None
Course learning objectives	<p>By the end of this intensive MCH course, students will be able to:</p> <ul style="list-style-type: none"> • Describe at least six components central to the field of Maternal and Child Health, including pregnancy/prenatal care, infant mortality, childhood diseases, adolescent health, access to adequate and timely care, and the social determinants of health. • Discuss the ways that politics, poverty, and racial and ethnic disparities affect the health of families, women, children and adolescents. • Describe at least three key health issues that have been demonstrated to be central to improving maternal and child health globally • Engage in critical thinking about global and local maternal and child health policy, programs and health strategies, especially regarding the feasibility, cost effectiveness, sustainability and scalability of different approaches.
UE Structure details of sessions title/speaker/date/duration	<p>Specific learning objectives are noted for each session. At the end of each session, students should know and be able to accomplish the session's learning objectives.</p> <ul style="list-style-type: none"> • Session 1. Course Overview: What is Maternal and Child Health? • Session 2. An Introduction to the Life Course Perspective and Social Determinants of Health, 3 H • Session 3. Learning the Language of Maternal and Child Health, 3 H • Session 4. Maternal mortality, 3 H • Session 5. Addressing Early Childhood Development Globally, 3H • Session 6. Child and Adolescent Health Issues for the new millennium, 3H • Session 7. Child and Adolescent Health Issues for the new millennium (ctd), 3.H • Session 8. Student Poster Session and Presentations, 3 H • Session 9. What role can you play in improving maternal and child health globally? 3 H
Resources	<u>Articles are assigned for each session and will be available for students to download in late March.</u>
Course requirement	Students will be asked to read peer-reviewed journal articles and news clips, watch videos, and review primary source documents to prepare for each class session. Each day of class will provide students with an opportunity to discuss the key issues identified for that day and in the assigned readings. Morning sessions will be lecture and small group discussion and activities. Some mornings we will discuss one or

	<p>two of the key readings for that day. Afternoons will be interactive with small group learning activities designed to assist students in integrating the didactic materials from the morning session. Some class sessions will be a combination of lecture and discussion; others may be structured for small and large group discussions, case study reviews, and/or student presentations.</p>
<p>Grading and assessment</p>	<p>1. All students are expected to attend each class session, participate in discussions, ask informed questions, and read required materials. If you have to miss class, please contact me by email at least 24 hours in advance.</p> <p>2. Each student will be expected to complete four assignments for this class.</p> <p>Assignment #1: This first assignment is due on the first day of class, Tuesday, 17 April 2018. After you have read the assignments for the first day of class (see syllabus) please pick one of the readings (or web links) and write a ONE-page reflection paper. Write about what you are thinking about this reading or the topic.</p> <p>It is meant to be a reflection or a thought piece.</p> <p>I would like you to tell me what the reading made you think about in ONE page (typed and double spaced, 12 point font).</p> <p>Assignment # 2: For our class activity on the morning of Wednesday morning, 18 April 2018, each student will select one term or concept from the IMCH + Glossary of MCH Terminology (see syllabus) and prepare 1-2 power point slides to present in class to offer an engaging and interesting explanation of that term or concept. (<i>You must send your slides to Cheri by 6:00 pm on 18 April 2018</i>).</p> <p>Assignment #3: There are two choices for this assignment (we will discuss this further in class). Students are expected to select ONE of these choices and let the professor know by Wednesday, 18 April, in class.</p> <p>See the two choices for this assignment below.</p> <p>(1) Create a POSTER presentation:</p> <p>For this choice, students will be designing and creating a poster for a special “poster session” that will be presented on the last day of class. This assignment can be done in a small group of 2-3 students or individually. Students will be expected to prepare a Poster on a topic related to maternal and child health. Students are encouraged to start thinking about their possible topic early so they will have time to complete their presentation on Wednesday, 25 April 2018 at 9:00 am. Specific details about this Poster and the format for presentations will be made available to students in class.</p> <p>(2) Deliver a “TED-type talk” in class: The purpose of this assignment is to give you the opportunity to educate an informed audience (graduate students in public health) about a topic related to maternal and child health. These well-rehearsed presentations will be given during the week beginning on Friday, 20 April and continuing on Tuesday, 24 April and Wednesday, 25 April (a sign up sheet will be passed around on 18 April 2018).</p> <p>Assignment #4: For the last assignment, ALL students will be expected to write a paper of no more than 5 pages in length about their selected poster/presentation topic. This paper will be due to the Professor no later than 7:00 pm (that means you can hand it in earlier if you want to). This should be a double spaced paper with one-inch margins all around on a topic that is directly related to your poster or TED talk presentation.</p> <p>Course Grading</p> <p>Your final grade for this class will come from class participation (35%), your poster presentation or your TED talk presentation (35%), and your final paper (30%).</p>
<p>Valuing diversity</p>	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
<p>Course evaluation</p>	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>

Session 1	Module Maternal & Child Health
Session Title	Course Overview: What is Maternal and Child Health?
Speaker	Cheri Pies MSW DrPH Clinical Professor, School of Public Health 279 University Hall, University of California, Berkeley CA 94720 cpies@berkeley.edu
Session Outline	Course Overview: What is Maternal and Child Health? <ul style="list-style-type: none"> • Why is maternal and child health important to the field of public health, as well as to our understanding of chronic disease prevention, and the promotion of healthy communities? • How are problems in maternal and child health manifested in your country/nation/state? • The Demographic Divide: What can we learn from this?
Learning Objectives	<ul style="list-style-type: none"> • Describe at least 3 domestic and/or international health issues central to improving maternal and child health globally • Discuss new approaches in the field of MCH that suggest that disparities/inequities in birth outcomes are the consequence of differential exposures not only during pregnancy but across the span of a person's life • Explain the demographic divide and why it is important to an understanding of global maternal and child health issues • Describe at least one maternal and child health issue affecting women in their country of origin <ol style="list-style-type: none"> 1. Describe the historical roots and structure of Maternal and Child Health services in the U.S. 2. Discuss new approaches in the field of MCH that suggest that disparities/inequities in birth outcomes are the consequence of differential exposures not only during pregnancy but across the span of a person's life. 3. Describe at least 3 4. Demonstrate an understanding of the importance of knowledge, social strategies, and political will in shaping public health policy and practice with regard to MCH. 5. Define basic MCH terminology.
Reading	<p><u>Reading to be completed before this class session:</u></p> <p>Kent M and Haub C. (2005) "Global Demographic Divide," <i>Population Bulletin</i>, Vol. 60, No. 4. Familiarize yourself with the Millennium Development Goals using this website: http://www.undp.org/mdg/basics.shtml</p> <p>Mattson, S (2010) "Millennium Development Goals and Global Women's and Infants' Health," <i>Journal of Obstetrics, Gynecology and Neonatal Nursing</i>, 39: 573-579.</p>
Duration	3 hours
Dates	April 17
Training methods	Lecture Activity 1: News Article Analysis Activity 2: Continuum Game
Validation	Over the module and at the end of the Module

Session 2	Module Maternal & Child Health
Session Title	The Life Course Perspective : What it means for MCH populations
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • An Introduction to the Life Course Perspective and Social Determinants of Health • What is epigenetics and why is it important to maternal and child health? • Best Babies Zone: Transforming Communities to Reduce Infant Mortality
Learning Objectives	<ul style="list-style-type: none"> • Describe the basic concepts central to the Life Course Perspective • Summarize the importance and relevance of the social determinants of health in regard to the health of families, women, adolescents and children • Explain the role epigenetics plays in the health of communities and families
Reading	<p><u>Readings to be completed before this class session:</u></p> <p>Lu MC, Halfon N, "Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective," <i>Maternal and Child Health Journal</i>, Vol. 7, No. 1, March 2003, pp: 13-30.</p> <p>Pies P, Parthasarathy P, Posner S, "Integrating the Life Course Perspective into a Local Maternal and Child Health Program " <i>Maternal Child Health Journal</i>, Published Online on June 1, 2011.</p> <p>Braveman P, Barclay C. (2009) "Health Disparities Beginning in Childhood: A Life Course Perspective", <i>Pediatrics</i> Vol. 124, Supplement 3, November.</p> <p>Thayler MT and Kuzawa CW. (2011) "Biological memories of past environments: Epigenetic pathways to health disparities," <i>Epigenetics</i> 6:7; July, Landes Bioscience</p>
Duration	3 hours
Dates	April 17
Training methods	Lecture Activity 1: Life Course Game Activity 2: When the Bough Breaks
Validation	Over the module and at the end of the Module

Session 3	Module Maternal & Child Health
Session Title	Learning the Language of Maternal and Child Health
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • Review and Discussion of MCH terminology • Discussion of Paper topics, in-class presentation ideas or poster presentations
Learning Objectives	<ul style="list-style-type: none"> • Discuss key MCH terminology and provide examples of these terms • Describe important concepts in MCH that are reflected in the use of language • Discuss the importance of reducing low birth weight births in resource-poor settings
Reading	<p><u>Readings to be completed before this class session:</u></p> <p>IMCH + Glossary: A glossary of MCH terminology</p> <p>Halstead D (2005) "The Writer's Challenge: Credibility, Argument and Structure in Public Health Writing,"</p>

	<i>Harvard School of Public Health.</i> http://www.hsph.harvard.edu/student-life/educational-programs/writing-resources/writing-and-skills-resources/index.html
Duration	3 hours
Dates	April 18
Training methods	Lecture Activity 1: Glossary PowerPoint Activity Activity 2: MCH Topics for Class Assignments Activity 3: What do we mean when we talk about “women’s health”?
Validation	Over the module and at the end of the Module

Session 4	Module Maternal & Child Health
Session Title	Maternal mortality :
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • Maternal Mortality: A central issue to the health of women, children and families • MCH Terminology Presentations Continued
Learning Objectives	<ul style="list-style-type: none"> • Define and describe maternal mortality • Summarize the impact of maternal mortality on the health of children worldwide • Explain the reasons for the prevalence of maternal mortality • Identify resources for addressing and reducing maternal mortality, particularly in international settings • Discuss key MCH terminology and provide examples of these terms
Reading	<p><u>Readings to be completed before this class session:</u> Hill, K (2007) “Estimates of maternal mortality worldwide between 1990 and 2005: an assessment of available data.” <i>Lancet</i>, 370; 9595: 1311 – 1319.</p> <p>One of the following (you will be assigned ONE of these articles prior to this class session)</p> <ul style="list-style-type: none"> • Yakong et al. (2010) “Women’s experiences of seeking reproductive health care in rural Ghana: challenges for maternal health service utilization.” • Ziraba et al. (2009) “The state of emergency obstetric care services in Nairobi informal settlements and environs: Results from a maternity health facility survey” <i>BMC Health Services Research</i>, 9:46. • Skordis-Worrall et al. (2011) “Maternal and neonatal health expenditure in Mumbai slums (India): A cross sectional study” <i>BMC Health Services Research</i> Mar 12; 9:46. (Don’t worry about analysis section!) • Amnesty International (2010) “Deadly Delivery: The Maternal Health Care Crisis in the United States.” (<i>Intro and Overview</i>)
Duration	3 hours
Dates	April 18
Training methods	Lecture Film Clip on Maternal Mortality (in preparation for Wednesday) Activity 2: Selected Student TED Talks Afternoon Session: Activity 1: Selected Student TED Talks
Validation	Over the module and at the end of the Module

Session 5	Module Maternal & Child Health
Session Title	Addressing Early Childhood Development Globally
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • Infant Mortality: Socio-economic, physical, and psychological influences • Key Issues of Contemporary Concern in early childhood development
Learning Objectives	<ul style="list-style-type: none"> • Define and describe early childhood development • Discuss the influence of infant mortality on community health and the importance for identifying strategies for reducing infant mortality worldwide • Explain the influence of low socioeconomic status on birth outcomes • Describe strategies for addressing these current issues
Reading	<p>Readings to be completed before this class session:</p> <p>Jolly R (2007). Early childhood development: the global challenge. <i>The Lancet</i>, 369 (Jan), 8-9.</p> <p>Grantham-McGregor, S., Cheung, Y.B., Cueto, S., Glewwe, P., Richter, L., Strupp, B, and the International Child Development Steering Group. (2007). Development potential in the first five years for children in developing countries. <i>The Lancet</i>, 369, 60-70.</p> <p>http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2270351/?report=printable</p> <p>Walker, S.P., Wachs, T.D, Meeks Gardner, J., Lozoff, B., Wasserman, G.A., Pollitt, E., Carter, J.A., and the International Child Development Steering Group. (2007). Child development: risk factors for adverse outcomes in developing countries. <i>The Lancet</i>, 369, 145-157.</p> <p>Engle, P.L., Black, M.M., Behrman, J.R., Cabral de Mello, M., Gertler, P.J., Kapiriri, L., Reynaldo Martorell, Mary Eming Young, and the International Child Development Steering Group. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. <i>The Lancet</i>, 369, 229-42</p>
Duration	3 hours
Dates	April 20
Training methods	Lecture Activity 1: Small Group Discussions of Assigned Reading (see below)
Validation	Over the module and at the end of the Module

Session 6	Module Maternal & Child Health
Session Title	Child and Adolescent Health Issues for the new millennium TOPIC TO BE CHANGED
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • Adverse Childhood Events • Current issues for Discussion: Nutrition (malnutrition, obesity), Oral Health, Teen Suicide, and Reproductive and Sexual Health
Learning Objectives	<ul style="list-style-type: none"> • Describe the concepts of adverse childhood events and their relationship to children's health • Discuss at least 3 contemporary issues in children's health, including but not limited to nutrition, oral health and violence/child abuse • Summarize key points made during Students' Oral Presentations on related topics

Reading	<p><u>Readings to be completed before this class session:</u> Black RE, Morris SS, Bryce J. (2003) "Where and why are 10 million children dying every year?" Lancet, 361:2226-34 Jones G, Steketee RW, Black RE, Bhutta ZA, Morris SS, Bellagio Child Survival Study Group (2003) "How many child deaths can we prevent this year?" Lancet, 362:65-71 Bearinger L (2007) "Global perspectives on the sexual and reproductive health of adolescents: patterns, prevention, and potential." Lancet, 369: 1220-1231. Tough P. (2011) "Can a stressful childhood make you a sick adult?" New Yorker Magazine Victoria CG, Wagstaff A, Schellenberg JA, Gwatkin D, Claeson M, Habicht JP. (2003) "Applying an equity lens to child health and mortality: more of the same is not enough," Lancet, 362:233-41</p>
Duration	3 hours
Dates	April 20
Training methods	Lecture Student presentations
Validation	Over the module and at the end of the Module

Session 7	Module Maternal & Child Health
Session Title	Child and Adolescent Health Issues for the new millennium (ctd) TITLE TO BE CHANGED
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	Activity 1: Preparation for Poster Session Activity 2: Student TED Talk Presentations
Learning Objectives	<ul style="list-style-type: none"> Summarize key points made during Students' Oral Presentations on related topics
Reading	
Duration	3 Hours
Dates	April 24
Training methods	Group work and Student preparation and Talk presentations
Validation	Over the module and at the end of the Module

Session 8	Module Maternal & Child Health
Session Title	Student Poster Session and Presentations
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	Presentations by Students of their paper topics

	Student TED Talk Presentations
Learning Objectives	<ul style="list-style-type: none"> • Describe and define key maternal and child health issues addressed in Students' Presentations • Summarize key points made during Students' Oral Presentations • Explain the importance of oral and written presentation skills in the context of public health practice and leadership
Reading	
Duration	3 hours
Dates	April 25
Training methods	Student presentations
Validation	Over the module and at the end of the Module

Session 9	Module Maternal & Child Health
Session Title	What role can you play in improving maternal and child health globally?
Speaker	Cheri Pies MSW DrPH Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 cpies@berkeley.edu
Session outline	<ul style="list-style-type: none"> • What role can you play in improving maternal and child health globally? • Unnatural Causes: In Sickness and In Wealth • Why Social Determinants are Important
Learning Objectives	<ul style="list-style-type: none"> • Describe the role to be played for improving MCH • Identify unnatural causes in sickness and in wealth • Explain the importance of social determinants
Reading	
Duration	3 hours
Dates	April 26
Training methods	Lecture Student discussions based on previous presentations and readings
Validation	Over the module and at the end of the Module