

<b>Module # 117</b>	<b>MCH Course Syllabus</b>  <b>Integrated Module: Maternal and Child Health: A Basic Overview/Introduction</b>
<b>UE Coordinator / Course Instructors</b>	Lauren Mueenuddin MIA, MPH <a href="mailto:Laurenmueen@gmail.com">Laurenmueen@gmail.com</a>
<b>Dates</b>	Week 16: April 2019 - 16, 17, 19 Week 17: April 2019 - 23, 24, 26
<b>Credits/ECTS</b>	3 (1 ECTS = 25h student's work)
<b>Duration</b>	Number of days: 5
<b>Module description</b>	<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, shared learning opportunities, and a culminating project for each student. Some of the discussion of assignments will be led by students in class. Student engagement and participation will be a vital part of class sessions, and lively and stimulating discussions will be the hallmark of the class.</p>
<b>Prerequisites</b>	None
<b>Course learning objectives</b>	<p>By the end of this intensive MCH course, students will be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the ways that politics, poverty, and racial and ethnic disparities affect the health of families, women, children and adolescents</li> <li>• Describe at least three key health issues that have been demonstrated to be central to improving maternal and child health globally</li> <li>• 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.</li> </ul>
<b>UE Structure</b> 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"> <li>• Session 1. Introduction to Maternal and Child Health</li> <li>• Session 2: Demographic Divide</li> <li>• Session 3: Life Course Perspective/Social Determinants of Health</li> <li>• Session 4. Family Planning</li> <li>• Session 5. Reproductive Health</li> <li>• Session 6: Maternal Mortality</li> <li>• Session 7. Pakistan Case Study</li> <li>• Session 8: Child Health</li> <li>• Session 9. Adolescent Health</li> </ul>
<b>Course requirement</b>	<p>Students will be asked to read peer-reviewed journal articles, 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 presentations. Some mornings we will discuss one or two of the key readings for that day. 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>

<b>Grading and assessment</b>	<p>1. All students are expected to attend each class session, participate in discussions, ask informed questions 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 <b>four</b> assignments for this class.</p> <p><b>Assignment #1:</b> This first assignment is <b>due on the first day of class</b>, Tuesday, 16 April 2017. 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. It is meant to be a reflection or a thought piece. 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><b>Assignment # 2:</b> Student-led class discussion of key articles: I am randomly assigning the 6 articles to groups of 5-6 students, who will be responsible for presenting the reading to the class and engaging a group conversation on the topic. Before each discussion, each student will develop a concise abstract of their article (one paragraph), along with 3 thought-provoking discussion questions, which the group will then pose to the class. Groups will be given a short time before their discussion to decide who will present the topic or lead the discussion. Abstracts, questions will be turned in before your session by email and graded for quality and depth of thought. Ability to engage the class in a lively pertinent discussion will also be a part of the overall grade.</p> <p><b>Class Discussion Assignments:</b></p> <ul style="list-style-type: none"> <li>• Article 1: Being Born Female is Dangerous for your Health: Session 1</li> <li>• Article 2: The Demographic Divide: Session 2</li> <li>• Article 3: How Racism Impacts Birth Outcomes: Session 3</li> <li>• Article 4: Can a Stressful Childhood make you Sick: Session 3</li> <li>• Article 5: Sexual Exploitation of Adolescent Girls: Session 5</li> <li>• Article 6: Too Far to Walk: Maternal Mortality: Session 6</li> </ul> <p><b>Assignment #3:</b> There are two choices for this assignment (we will discuss this further in class). Students are expected to select <b>ONE</b> of these choices and let the professor know <b>by Wednesday, 17 April</b>, in class. See the two choices for this assignment below.</p> <p><b>(1) Create a POSTER presentation:</b> For this choice, students will be designing and creating a <b>poster</b> 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 <b>Wednesday April 24 and Friday April 26 2017 at 1pm</b>.</p> <p><b>(2) Deliver a “TED-type talk” in class:</b> 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 <b>Wednesday, 24 April and Friday April 26 2017</b> (a sign-up sheet will be passed around on <b>Wednesday, 17 April 2018</b>).</p> <p><b>Assignment #4:</b> For the last assignment, <b>ALL</b> students will be expected to write a <b>paper</b> of no more than 500 words length about their selected poster/presentation topic. This paper will be due to the Professor no later than 7 days after the presentation (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><b>Course Grading</b> Your final grade for this class will come from class participation, including your student-led class discussion or your poster presentation or your TED talk presentation (35%), and your final paper (30%).</p>
<b>Location</b>	
<b>Readings</b>	<u>Articles are assigned for each session and will be available for students to download in late March.</u>

Session 1	Module Maternal & Child Health
Session Title	<b>Course Overview: What is Maternal and Child Health?</b>
Speaker	Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>

Session Outline	Course Overview: Introduction to Maternal and Child Health <ul style="list-style-type: none"> <li>Why is maternal and child health important to the field of public health?</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>Describe at least 3 international health issues central to maternal and child health globally</li> <li>Describe at least one maternal and child health issue affecting women in students' country of origin</li> <li>Understand main components of Maternal Child Health</li> <li>Demonstrate an understanding of the importance of knowledge, social strategies, and political will in shaping public health policy and practice with regard to MCH.</li> <li>Define basic MCH terminology</li> <li>Define MCH Interventions</li> </ul>
Reading	<p><b>Reading to be completed before this class session:</b></p> <ul style="list-style-type: none"> <li><b>Reading and Student-led Class Discussion Topic:</b> Being Born Female Is Dangerous for Your Health</li> <li>UN Global Strategy for Women Children Adolescent Health</li> <li>Lancet: Maternal Health Exec Summary</li> <li>Familiarize yourself with the Sustainable Development Goals, Goal 3: <a href="https://sustainabledevelopment.un.org/sdg3">https://sustainabledevelopment.un.org/sdg3</a></li> </ul> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>ICPD Programme of Action</li> <li>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</li> <li>MDG 2015 Review of Results</li> <li>RMNCH Essential Interventions</li> <li>MCH Innovations</li> </ul>
Duration	3 hours
Dates	April 16
Training methods	Lecture Activity 1: Student-led Class Discussion: Being Born Female Is Dangerous for Your Health
Validation	Over the module and at the end of the Module

Session 2	Module Maternal & Child Health
Session Title	<b>Demographic Divide</b>
Speaker	Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session Outline	Demographic Divide <ul style="list-style-type: none"> <li>The Demographic Divide: What can we learn from this?</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>Explain the demographic divide and why it is important to an understanding of global maternal and child health issues</li> </ul>
Reading	<p><b>Reading to be completed before this class session:</b></p> <p><b>Reading and Student led-discussion in class on Article:</b> M Kent: Global Demographic Divide Population Bulletin, Vol. 60, No. 4. Kent M and Haub C. (2005)</p> <ul style="list-style-type: none"> <li>UNFPA State of World Population</li> <li>Hans Rosling BBC Short Video: 200 years 200 Countries (watch In class)</li> </ul> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>Population Growth – Bongaarts</li> </ul>
Duration	3 hours

Dates	April 16
Training methods	Lecture Activity 1: Student led discussion: Demographic Divide Activity 2: Video and Discussion
Validation	Over the module and at the end of the Module

Session 3	Module Maternal & Child Health
Session Title	<b>The Life Course Perspective/Socio-Economic Determinants of Health</b>
Speaker	Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>• Social Determinants of Health and Life Course</li> <li>• What is Life Course Perspective?</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Describe the basic concepts central to the Life Course Perspective</li> <li>• Summarize the importance and relevance of the social determinants of health in regard to the health of families, women, adolescents and children</li> <li>• Explain the role socio-economic determinants plays in the health of communities and families</li> </ul>
Reading	<p><u>Readings to be completed before this class session:</u></p> <ul style="list-style-type: none"> <li>• <b>Reading and Student-led Class Discussion:</b> Can a Stressful Childhood Make You a Sick Adult?</li> <li>• <b>Video and Student-led Class Discussion:</b> Lu MC, Halfon N, "Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective," plus video of "When the Bough Breaks: How Racism Impacts Birth Outcomes": Unnatural Causes Series</li> <li>• Braveman P, Barclay C. (2009) "Health Disparities Beginning in Childhood: A Life Course Perspective" pp: 13-30.</li> </ul> <p><b>Additional Readings:</b></p> <ul style="list-style-type: none"> <li>• Thayer MT and Kuzawa CW. (2011) "Biological memories of past environments: Epigenetic pathways disparities," Epigenetics 6:7; July, Landes Bioscience</li> <li>• Pies et al BBZ 2016</li> <li>• Pies et al MCHJ</li> <li>• Adverse Community Experiences and Resilience- Executive Summary</li> </ul>
Duration	3 hours
Dates	April 17
Training methods	Lecture <ul style="list-style-type: none"> <li>• Activity: Student led discussion: "Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective" and "When the Bough Breaks - Unnatural Causes Series" video</li> </ul>
Validation	Over the module and at the end of the Module

Session 4	Module Maternal & Child Health
Session Title	<b>Family Planning</b>
Speaker	Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>

Session outline	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Finalization of Paper topics and Approval of Topic by Lauren Mueenuddin</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand the history of Family Planning</li> <li>• Understand the Importance of Family Planning in MCH</li> <li>• Understand concept of Unmet Need for FP</li> </ul>
Reading	<p><b>Readings to be completed before this class session:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Progress FP2020</li> <li>• Executive Summary FP2020 Program</li> <li>• History of Global Family Planning</li> <li>• Induced Abortion Worldwide</li> </ul> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>• Adding it Up MNH 2017 – Africa</li> <li>• Adding it Up MNH 2017 – Asia</li> <li>• Adding it Up MNH 2017 – Latin America</li> <li>• Adding it Up MNH 2017</li> <li>• AIU Graphic</li> <li>• USAID: Making the Case for FP</li> </ul>
Duration	3 hours
Dates	April 17
Training methods	Lecture Any final questions about Papers/Presentations
Validation	Over the module and at the end of the Module

Session 5	Module Maternal & Child Health
Session Title	<b>Reproductive Health</b>
Speaker	<b>Lauren Mueenuddin MIA MPH</b> <b>Consultant in International Health</b> <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• RMNCH Essential Interventions</li> <li>• Finalization of MCH Paper Topics</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand the main concerns of Reproductive Health</li> <li>• Familiar with RH Global Burden</li> <li>• Understand Essential Interventions in RH</li> </ul>
Reading	<p><b>Reading and Student-Led Class Discussion on Article:</b> Sexual Exploitation of Adolescent Girls in Uganda</p> <p><b>Readings to be completed before this class session:</b></p> <ul style="list-style-type: none"> <li>• RMNCH Essential Interventions</li> <li>• UNFPA Impacts on Poverty</li> </ul>
Duration	3 hours
Dates	April 19
Training methods	Lecture Student Led Class Discussion: Sexual Exploitation of Adolescent Girls in Uganda

Validation	Over the module and at the end of the Module
Session 6	Module Maternal & Child Health
Session Title	<b>Maternal Mortality</b>
Speaker	<b>Lauren Mueenuddin MIA MPH</b> <b>Consultant in International Health</b> <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>Review of Global Burden for Maternal Mortality</li> </ul>
Learning Objectives	Understand Burden of Maternal Mortality Causes of Maternal Mortality Understand the “3 delays”
Reading	<p><b><u>Readings to be completed before this class session:</u></b></p> <ul style="list-style-type: none"> <li>Where is the M in MCH? - Rosenfield et al</li> <li>Estimates of Maternal Mortality</li> </ul> <p><b>Reading and Student-led Class Discussion:</b> D Maine, Too Far to Walk (reading for Class Discussion)</p> <p><b>Additional Readings</b></p> <ul style="list-style-type: none"> <li>Applying Lessons of Maternal Mortality to Global Emergency Health</li> <li>Deadly Delivery</li> <li>Mselle et al</li> <li>State of Emergency</li> </ul>
Duration	3 hours
Dates	April 23
Training methods	Lecture Student-led Class Discussion
Validation	Over the module and at the end of the Module
Session 7	Module Maternal & Child Health
Session Title	<b>Pakistan MCH Case Study</b>
Speaker	<b>Lauren Mueenuddin MIA MPH</b> <b>Consultant in International Health</b> <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>Review of Socio Economic Determinants of Health in Pakistan</li> <li>Discussion of Health Systems challenges in developing countries</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>Understand how socio-economic determinants affect health in a country setting such as Pakistan</li> <li>Look at elements of Pakistan’s success in reducing maternal mortality and raising contraceptive prevalence</li> </ul>
Reading	<p><b>Reading to be completed before this class session:</b></p> <ul style="list-style-type: none"> <li>Z. Bhutta: What Can do To Address Maternal and Child Health Over the Next Decade</li> </ul>
Duration	3 hours
Dates	April 23

Training methods	Lecture Activity: Student TED Talks and Poster presentations
Validation	Over the module and at the end of the Module

Session 8	Module Maternal & Child Health
Session Title	<b>Child Health</b>
Speaker	<b>Lauren Mueenuddin MIA MPH</b> <b>Consultant in International Health</b> <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>• Epidemiology of child health globally</li> <li>• Interventions to reduce child mortality, promote healthy development, and foster equitable outcomes – historically and today</li> <li>• Issues in delivering child health in the SDG era</li> </ul>
Learning Objectives	<ul style="list-style-type: none"> <li>• Define the main causes of child mortality globally, and how these have changed over time</li> <li>• Understand the different health risks and needs of children of different ages</li> <li>• Describe how the conception of child health extends beyond the health center to the family &amp; community</li> <li>• Understand the implications of healthy child development from a life course perspective</li> </ul>
Reading	<p><b>Child health</b> <u>Readings to be completed before this class session</u></p> <ul style="list-style-type: none"> <li>• UNICEF (2018). “Progress for Every Child in the SDG era [Executive Summary].” New York: UNICEF.</li> <li>• Jolly R (2007). “Early childhood development: the global challenge [comment].” <i>The Lancet</i>, 369 (Jan), 8-9.</li> <li>• Houweling TAJ, Looman CWN, Azad K, et al. (2017). “The equity impact of community women’s groups to reduce neonatal mortality: a meta-analysis of four cluster randomized trials.” <i>Int J Epi</i>, ePub 2017 Aug 25.</li> </ul> <p><u>Additional reading</u></p> <ul style="list-style-type: none"> <li>• UN Inter-agency Group for Child Mortality Estimation IGME (2017). “Levels and Trends in Child Mortality: 2017 Report.” New York: UNICEF.</li> <li>• Taylor ME, Schumacher R, Davis N (2016) “Mapping Global Leadership in Child Health.” Washington, DC: USAID.</li> <li>• Walker SP, Wachs TD, Meeks Gardner J, et al. (2007). “Child development: risk factors for adverse outcomes in developing countries.” <i>The Lancet</i>, 369, 145-157.</li> <li>• Engle PL, Black MM, Behrman JR et al. (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.</li> <li>• Victora CG, Wagstaff A, Schellenberg JA, et al. (2003) “Applying an equity lens to child health and mortality: more of the same is not enough.” <i>The Lancet</i>, 362:233-41.</li> </ul> <p>Anda RF, Felitti VJ, Bremner JD, et al. (2006) “The enduring effects of abuse and related adverse experiences in childhood.” <i>Eur Arch Psychiatry Clin Neurosci</i> 256: 174–186.</p>
Duration	1 hour
Dates	April 24
Training methods	Lecture
Validation	Over the module and at the end of the Module

Session 9	Adolescent Health
Session Title	<b>Adolescent Health</b>
Speaker	<b>Lauren Mueenuddin MIA MPH</b> <b>Consultant in International Health</b> <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a>
Session outline	<ul style="list-style-type: none"> <li>• Defining adolescence and adolescent health as an emerging area of focus</li> <li>• Epidemiology of adolescent health globally, with a focus on reproductive health</li> <li>• The challenge of multi-sectoral interventions for adolescent health</li> </ul>
Learning Objectives	<p>Define the specific health risks of adolescents and young adults</p> <ul style="list-style-type: none"> <li>• Understand the developmental stage of adolescents and the “triple benefit” of intervention</li> <li>• Be able to discuss why multi-sectoral interventions are so important for this age group</li> <li>• Describe the potential role of technology in involving adolescents in caring for their own health</li> </ul>
Reading	<p><b><i>Adolescent health</i></b> <u>Readings to be completed before this class session</u></p> <ul style="list-style-type: none"> <li>• Ameratunga S, Denny S. (2016) “GBD 2013: a window into the world of young people,” <i>The Lancet</i>, 387: 2353-2354.</li> <li>• WHO (2017). “Global Accelerated Action for the Health of Adolescents (AA-HA!): Guidance to Support Country Implementation [Brochure].” Geneva: WHO.</li> <li>• Bearinger L (2007) “Global perspectives on the sexual and reproductive health of adolescents: patterns, prevention, and potential.” <i>The Lancet</i>, 369: 1220-1231.</li> <li>• <u>Additional reading</u></li> <li>• Hurrelmann K, Richter M. “Risk behaviour in adolescence: the relationship between developmental and health problems.” <i>Journal of Public Health</i>, 14: 20-28.</li> <li>• UNFPA (2017) “State of the World Population 2017.” New York: UNFPA.</li> <li>• Patton GC, Sawyer SM, Santelli JS, et al (2016), “Our future: a Lancet commission on adolescent health and wellbeing,” <i>The Lancet</i> 387: 2423-2478.</li> <li>• WHO (2017) “Akilah and Carlos’s Big Day of Discovery! [AA-HA! Comic book].” Geneva: WHO.</li> </ul>
Duration	1 hour
Dates	April 24
Training methods	Lecture
Validation	Over the module and at the end of the Module