## Module # 117

### MCH Course Syllabus

**Integrated Module: Maternal and Child Health: A Basic Overview/Introduction**

| UE Coordinator / Course Instructors | Lauren Mueenuddin MIA, MPH
|------------------------------------|-----------------------------|
| Date(s)                           | Week 16: April 2020 – 15,16,17
|                                   | Week 17: April 2020 – 21,22,24
| Credits/ECTS                      | 3 (1 ECTS = 25h student’s work)
| Duration                          | Number of days: 5
| Module description                | 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.
| Prerequisites                     | None
| Course learning objectives        | By the end of this intensive MCH course, students will be able to:
|                                   | - 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  | 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.
| title/speaker/date/duration        | - Session 1. Introduction to Maternal and Child Health
|                                   | - Session 2: Demographic Divide
|                                   | - Session 3: Life Course Perspective/Social Determinants of Health
|                                   | - Session 4. Family Planning
|                                   | - Session 5. Reproductive Health
|                                   | - Session 6: Maternal Mortality
|                                   | - Session 7. Pakistan Case Study
|                                   | - Session 8: Child Health
|                                   | - Session 9. Adolescent Health
| Course requirement                | 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.

<table>
<thead>
<tr>
<th>Grading and assessment</th>
</tr>
</thead>
</table>
| 1. All students are expected to attend each class session, participate in discussions, ask informed questions and read all required materials. If you have to miss class, please contact me by email at least 24 hours in advance.  
2. Each student will be expected to complete four assignments for this class. |

**Assignment #1:** This first assignment is due on the first day of class, 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).

**Assignment #2:** 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 be 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.

**Class Discussion Assignments:**
- Article 1: Being Born Female is Dangerous for your Health: Session 1
- Article 2: The Demographic Divide: Session 2
- Article 3: How Racism Impacts Birth Outcomes: Session 3
- Article 4: Can a Stressful Childhood make you Sick: Session 3
- Article 5: Sexual Exploitation of Adolescent Girls: Session 5
- Article 6: Too Far to Walk: Maternal Mortality: Session 6

**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, 17 April, in class.
See the two choices for this assignment below.

1. **Create a POSTER presentation:**
   - 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 the poster presentation on Wednesday April 24 and Friday April 26 2017 at 1pm.

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 Wednesday, 24 April and Friday, 26 April (a sign-up sheet will be passed around on Wednesday, 17 April 2018).

**Assignment #4:** For the last assignment, ALL students will be expected to write a paper of no more than 5 pages length about their selected poster/presentation topic. This paper will be due to the Professor no later than 7 May 2018 (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.

**Course Grading**
Your final grade for this class will come from class participation, including your student-led class discussion of your poster presentation or your TED talk presentation (35%), and your final paper (30%).

---

**Location**

**Readings**
- Articles are assigned for each session and will be available for students to download in late March.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Title</strong></td>
<td><strong>Course Overview: What is Maternal and Child Health?</strong></td>
</tr>
<tr>
<td><strong>Speaker</strong></td>
<td>Lauren Mueenuddin MIA MPH</td>
</tr>
</tbody>
</table>
| Session Outline | Course Overview: Introduction to Maternal and Child Health  
|                | Why is maternal and child health important to the field of public health? |
| Learning Objectives | Describe at least 3 international health issues central to maternal and child health globally  
|                    | Describe at least one maternal and child health issue affecting women in students’ country of origin  
|                    | Understand main components of Maternal Child Health  
|                    | Demonstrate an understanding of the importance of knowledge, social strategies, and political will in shaping public health policy and practice with regard to MCH.  
|                    | Define basic MCH terminology  
|                    | Define MCH Interventions |
| Reading | Reading to be completed before this class session:  
|          | Reading and Student-led Class Discussion Topic: Being Born Female Is Dangerous for Your Health  
|          | UN Global Strategy for Women Children Adolescent Health  
|          | Lancet: Maternal Health Exec Summary  
|          | Familiarize yourself with the Sustainable Development Goals, Goal 3: https://sustainabledevelopment.un.org/sdg3  
| Additional Readings | ICPD Programme of Action  
|                    | MDG 2015 Review of Results  
|                    | RMNCH Essential Interventions  
|                    | MCH Innovations |
| Duration | 3 hours |
| Dates | April 15 |
| 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**

**Demographic Divide**

**Speaker**

Lauren Mueenuddin MIA MPH  
Consultant in International Health  
laurenmueen@gmail.com

**Session Outline**

Demographic Divide  
- The Demographic Divide: What can we learn from this?

**Learning Objectives**

- Explain the demographic divide and why it is important to an understanding of global maternal and child health issues

**Reading**

Reading to be completed before this class session:

- Reading and Student-led discussion in class on Article: M Kent: Global Demographic Divide  
  UNFPA State of World Population  
  Hans Rosling BBC Short Video: 200 years 200 Countries (watch in class)

**Additional Readings**
<table>
<thead>
<tr>
<th>Session 3</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Title</strong></td>
<td>The Life Course Perspective/Socio-Economic Determinants of Health</td>
</tr>
<tr>
<td><strong>Speaker</strong></td>
<td>Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a></td>
</tr>
</tbody>
</table>
| **Session outline** | • Social Determinants of Health and Life Course  
• What is Life Course Perspective? |
| **Learning Objectives** | • 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 socio-economic determinants plays in the health of communities and families |
| **Reading** | Readings to be completed before this class session:  
• Reading and Student-led Class Discussion: Can a Stressful Childhood Make You a Sick Adult?  
• Video and Student-led Class Discussion: 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  
Additional Readings:  
• Pies et al BBZ 2016  
• Pies et al MCHJ  
• Adverse Community Experiences and Resilience- Executive Summary |
| **Duration** | 3 hours |
| **Dates** | April 16 |
| **Training methods** | Lecture  
• Activity: Student led discussion: “Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective” and “When the Bough Breaks - Unnatural Causes Series” video |
| **Validation** | Over the module and at the end of the Module |

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Title</strong></td>
<td>Family Planning</td>
</tr>
<tr>
<td>Session 5</td>
<td>Module Maternal &amp; Child Health</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Session Title</td>
<td>Reproductive Health</td>
</tr>
<tr>
<td>Speaker</td>
<td>Lauren Mueenuddin MIA MPH Consultant in International Health <a href="mailto:laurenmueen@gmail.com">laurenmueen@gmail.com</a></td>
</tr>
</tbody>
</table>
| Session outline | • Lecture  
• RMNCH Essential Interventions  
• Finalization of MCH Paper Topics |
| Learning Objectives | • Understand the main concerns of Reproductive Health  
• Familiar with RH Global Burden  
• Understand Essential Interventions in RH |
| Reading | Reading and Student-Led Class Discussion on Article: Sexual Exploitation of Adolescent Girls in Uganda  
Readings to be completed before this class session:  
• RMNCH Essential Interventions  
• UNFPA Impacts on Poverty |
| Duration | 3 hours |
| Dates | April 17 |
| Training methods | Lecture
Student Led Class Discussion: Sexual Exploitation of Adolescent Girls in Uganda |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation</td>
<td>Over the module and at the end of the Module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Title</td>
<td>Maternal Mortality</td>
</tr>
</tbody>
</table>
| Speaker          | Lauren Mueenuddin MIA MPH
Consultant in International Health
laurenmueen@gmail.com |
| Session outline  | • Review of Global Burden for Maternal Mortality |
| Learning Objectives | Understand Burden of Maternal Mortality
Causes of Maternal Mortality
Understand the “3 delays” |
| Reading          | 
| Reading to be completed before this class session: |
|                  | • Where is the M in MCH? - Rosenfield et al |
|                  | • Estimates of Maternal Mortality |
| Reading and Student-led Class Discussion: |
|                  | D Maine, Too Far to Walk (reading for Class Discussion) |
| Additional Readings | |
|                  | • Applying Lessons of Maternal Mortality to Global Emergency Health |
|                  | • Deadly Delivery |
|                  | • Mselle et al |
|                  | • State of Emergency |
| Duration         | 3 hours |
| Dates            | April 21 |
| Training methods | Lecture
Student Led Class Discussion |
| Validation       | Over the module and at the end of the Module |

<table>
<thead>
<tr>
<th>Session 7</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Title</td>
<td>Pakistan MCH Case Study</td>
</tr>
</tbody>
</table>
| Speaker          | Lauren Mueenuddin MIA MPH
Consultant in International Health
laurenmueen@gmail.com |
| Session outline  | • Review of Socio Economic Determinants of Health in Pakistan
• Discussion of Health Systems challenges in developing countries |
| Learning Objectives | |
|                  | • Understand how socio-economic determinants affect health in a country setting such as Pakistan
• Look at elements of Pakistan’s success in reducing maternal mortality and raising contraceptive prevalence |
| Reading          | Reading to be completed before this class session: |
|                  | • Z. Bhutta: What Can do To Address Maternal and Child Health Over the Next Decade |
## Duration
3 hours

## Dates
April 21

## Training methods
Lecture Activity: Student TED Talks and Poster presentations

## Validation
Over the module and at the end of the module

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Module Maternal &amp; Child Health</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Child Health</th>
</tr>
</thead>
</table>

| Speaker | Lauren Mueenuddin MIA MPH  
Consultant in International Health  
laurenmueen@gmail.com |
|----------|-------------------------|

<table>
<thead>
<tr>
<th>Session outline</th>
</tr>
</thead>
</table>
| • Epidemiology of child health globally  
• Interventions to reduce child mortality, promote healthy development, and foster equitable outcomes – historically and today  
• Issues in delivering child health in the SDG era |

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| • Define the main causes of child mortality globally, and how these have changed over time  
• Understand the different health risks and needs of children of different ages  
• Describe how the conception of child health extends beyond the health center to the family & community  
• Understand the implications of healthy child development from a life course perspective |

| Reading | Child health  
Readings to be completed before this class session |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• UNICEF (2018). “Progress for Every Child in the SDG era [Executive Summary].” New York: UNICEF.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Additional reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.” The Lancet, 369, 229-42.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>1 hour</th>
</tr>
</thead>
</table>

| Dates | April 22 |
# Session 9

## Adolescent Health

### Session Title
Adolescent Health

### Speaker
Lauren Mueenuddin MIA MPH  
Consultant in International Health  
laurenmueen@gmail.com

### Session outline
- Defining adolescence and adolescent health as an emerging area of focus
- Epidemiology of adolescent health globally, with a focus on reproductive health
- The challenge of multi-sectoral interventions for adolescent health

### Learning Objectives
- Define the specific health risks of adolescents and young adults
- Understand the developmental stage of adolescents and the “triple benefit” of intervention
- Be able to discuss why multi-sectoral interventions are so important for this age group
- Describe the potential role of technology in involving adolescents in caring for their own health

### Reading
*Adolescent health*

Readings to be completed before this class session:
- Additional reading

### Duration
1 hour

### Dates
April 24

### Training methods
Lecture

### Validation
Over the module and at the end of the Module