**Module #117**  
**Integrated Module: Maternal and Child Health: A Basic Overview/Introduction**

**UE 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**  
8 April 2015 – 17 April 2015

**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.

This course is designed to be a rigorous and engaging undertaking that includes lecture, interactive activities, 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.

**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**  
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.

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<td>Course Overview: What is Maternal and Child Health?</td>
<td>April 8</td>
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<td>2</td>
<td>An Introduction to the Life Course Perspective and Social Determinants of Health</td>
<td>April 9, 3.5 H</td>
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<td>3</td>
<td>Learning the Language of Maternal and Child Health</td>
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<td>4</td>
<td>Women’s Health in Prisons</td>
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<td>5</td>
<td>Maternal mortality</td>
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<td>6</td>
<td>Addressing Early Childhood Development</td>
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<td>7</td>
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<td>Student Poster Session and Presentations</td>
<td>April 16</td>
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<td>10</td>
<td>What role can you play in improving maternal and child health globally?</td>
<td>April 17</td>
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**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 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.
Grading and assessment

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. All students will be expected to complete three (3) specific assignments for this class.

3. Assignment #1: There are two choices for this assignment. Students are expected to select ONE of these choices and let the professor know by Friday, 10 April 2015 by email by 17:00h. See the two choices for Assignment #1 in (a) and (b) below.
   a. Develop 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 by the end of the class session. Specific details about this Poster and the format for poster presentations will be made available to students in class.
   b. Deliver a "TED 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 Tuesday, 14 April and continuing until Thursday, 16 April (a sign up sheet will be available on the first day of class). Your talk should follow these specific guidelines: 1) Talks should be no longer than 15 minutes. 2) You can prepare a few simple slides with no more than one slide. Photos or graphics should be used instead. You do not have to use slides if you don’t want to. 3) You will be held to 15 minutes, so plan to make one key point, maybe two, but plan to make them early in your presentation and reinforce them in the rest of the talk. 4) Rehearse at least two times by yourself and then rehearse in front of someone and ask them for advice about what to take out, what to leave in, how to improve it. 5) Talk about something you are passionate about – your talk will be much more powerful if you care about the topic.

4. Assignment #2: For our class activity on the morning of Friday, 10 April, each student will select one term or concept from the IMCH + Glossary of MCH Terminology (see syllabus) and prepare no more than 2 power point slides to present in class to offer an engaging and interesting explanation of that term or concept.

5. Assignment #3: For the third assignment, ALL students will be expected to write a short final 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 27 April 2015 (instructions for this paper will be handed out in class on the first day).

Course Grading
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%).

Location
Cité Universitaire, Salle des Antilles, Maison des Provinces de France, 47 Bd Jourdan PARIS

Readings
Articles are provided for each session.
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<th>Session 1</th>
<th>Module Maternal &amp; Child Health</th>
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<tr>
<td>Session Title</td>
<td>Course Overview: What is Maternal and Child Health?</td>
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</table>
| 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?  
• 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 | • 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  
  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 | Reading to be completed before this class session:  
Familiarize yourself with the Millennium Development Goals using this website:  
| Duration | 3.5 hours |
| Dates | April 8 |
| Training methods | Lecture  
Activity 1: News Article Analysis  
Activity 2: Continuum Game |
<p>| Validation | Over the module and at the end of the Module |</p>
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<th>Session 2</th>
<th>Module Maternal &amp; Child Health</th>
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<td><strong>Session Title</strong></td>
<td>The Life Course Perspective : What it means for MCH populations</td>
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| **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** |  
- 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** |  
- 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** | Readings to be completed before this class session:  
Pies P, Parthasarathy P, Posner S, "Integrating the Life Course Perspective into a Local Maternal and Child Health Program" Maternal Child Health Journal, Published Online on June 1, 2011.  
| **Duration** | 3.5 hours |
| **Dates** | April 9 |
| **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 |

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<td><strong>Session Title</strong></td>
<td>Learning the Language of Maternal and Child Health</td>
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</table>
| **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** |  
- Review and Discussion of MCH terminology  
- Discussion of Paper topics, in-class presentation ideas or poster presentations |
| **Learning Objectives** |  
- 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** | Readings to be completed before this class session:  
IMCH + Glossary: A glossary of MCH terminology  
### Session 4

**Module Maternal & Child Health**

**Session Title**

Women’s Health in Prisons:

**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**

- Women’s Health in Prisons  
- Key concepts and strategies for Improvement

**Learning Objectives**

- Define and describe concepts related to women’s health in prison

**Reading**

Readings to be completed before this class session:  
Women’s health in prison: Correcting gender inequity in prison health (67 pp)  
http://www.euro.who.int/__data/assets/pdf_file/0004/76513/E92347.pdf  
Women’s health in prison: Action guidance and checklists to review current policies and practices (25 pp)  
http://www.euro.who.int/data/assets/pdf_file/0015/151053/e95760.pdf

**Duration**

3.5 hours

**Dates**

April 13

**Training methods**

Lecture  
Film Clip on Maternal Mortality (in preparation for Wednesday)

**Validation**

Over the module and at the end of the Module

### Session 5

**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**

- Maternal Mortality: A central issue to the health of women, children and families  
- MCH Terminology Presentations Continued

**Learning Objectives**

- 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**

Readings to be completed before this class session:


One of the following (you will be assigned ONE of these articles prior to this class session)

- Skordis-Worrall et al. (2011) “Maternal and neonatal health expenditure in Mumbai slums (India): A cross sectional study” BMC Health Services Research Mar 12; 9:46. (Don’t worry about analysis section!)

**Duration**

3.5 hours

**Dates**

April 14

**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 6**

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**

- Infant Mortality: Socio-economic, physical, and psychological influences
- Key Issues of Contemporary Concern in early childhood development

**Learning Objectives**

- 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**

Readings to be completed before this class session:

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2270351/?report=printable
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<td>Child and Adolescent Health Issues for the new millennium</td>
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<td>Cheri Pies MSW DrPH  Clinical Professor, University of California, School of Public Health 279 University Hall, Berkeley CA 94720 <a href="mailto:cpies@berkeley.edu">cpies@berkeley.edu</a></td>
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<tr>
<td>Session outline</td>
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- Adverse Childhood Events  
- Current issues for Discussion: Nutrition (malnutrition, obesity), Oral Health, Teen Suicide, and Reproductive and Sexual Health |
| Learning Objectives |  
- 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 | Readings to be completed before this class session:  
Tough P. (2011) “Can a stressful childhood make you a sick adult?” New Yorker Magazine  
| Duration | 3.5 hours |
| Dates | April 15 |
| Training methods | Lecture  
Student presentations |
<p>| Validation | Over the module and at the end of the Module |</p>
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<td>Session Title</td>
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| 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 | • Summarize key points made during Students’ Oral Presentations on related topics |
| Reading | |
| Duration | 3.5 Hours |
| Dates | April 15 |
| Training methods | Group work and Student preparation and Talk presentations |
| Validation | Over the module and at the end of the Module |

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| 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 | • 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 | 3.5 hours |
| Dates | April 16 |
| Training methods | Student presentations |
| Validation | Over the module and at the end of the Module |

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<tr>
<td>Session Title</td>
<td>What role can you play in improving maternal and child health globally?</td>
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</table>
| 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 | • 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 | • 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 | 3.5 hours |
| Dates            |          | April 17  |
| Training methods | Lecture  | Student discussions based on previous presentations and readings |
| Validation       |          | Over the module and at the end of the Module |