

# PUBH 3601 SECTION (sec 001)

Global Issues in Maternal and Child Health  
Spring 2019

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## COURSE & CONTACT INFORMATION

**Credits:** 2

**Meeting Day(s):** Wednesday

**Meeting Time:** 10:10 – 12:05

**Meeting Place:** Moss T 2-530

**Instructors:** Zobeida E. Bonilla, PhD, MPH & Aida Miles, EdD, RDN, LD, LMNT, FAND

**TAs:** Yogita Posani & Nicole Karas

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**Office Phone:** 612-986-9029 (Dr. Bonilla), 612-625-5865 (Dr. Miles)

**Fax:** 612-624-0315

**Office Hours:** by appointment, please contact instructor

**Office Location:** Epidemiology & Community Health, WBOB #300, 1300 S 2nd St, Minneapolis, MN 55454

## COURSE DESCRIPTION

This is a global impact course for Public Health Minors with a focus on the health of mothers, infants, children, and adolescents. The course provides an overview of the history of global maternal and child health (MCH) efforts, the global burden of disease and premature death on MCH populations; the effects of globalization on mothers and children; the heterogeneity of resources and systems of care among countries; and current programmatic and policy efforts to address the health needs of MCH populations. The course seeks to provide students with important knowledge and perspectives on global public health issues through the lens of the MCH field.

## COURSE PREREQUISITES

All public health minor requirements need to be completed prior to entrance into this course or permission of instructor. Students must have completed PubH 3202 OR PubH 3001 OR PubH 3004 AND PubH 3350 OR PubH 3106.

## COURSE GOALS & OBJECTIVES

### Student Learning Outcomes:

1. Describe key public health concepts related to global health with specific emphasis on MCH populations including: the demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Discuss the determinants of health and risk factors for conditions of major importance to MCH populations in global health, including
  - a. How globalization has changed the patterns of the spread of disease affecting mothers and children.
  - b. How social and cultural factors can affect the vulnerability of mothers, infants, and children to illness and death.
3. Discuss the burden of disease among MCH populations globally and variations in incidence and prevalence both within and across countries.
4. Identify critical issues in the organization and delivery of public health and health care services to MCH populations.
5. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key MCH global health issues.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH3601 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## COURSE TEXT & READINGS

- Ehiri, J (Ed.) (2009). Maternal and Child Health: Global Challenges, Programs, and Policies. New York: Springer. E-book available on e-reserves via the Canvas course site
- Supplemental readings available on e-reserves via the Canvas course site

## COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
<b>Week 1 Jan. 23 World's Heterogeneity</b>	Introduction to course What is global health History of international cooperation in MCH Sustainable Development Goals	• No readings	• Case study no. 0
<b>Week 2 Jan. 30 World's Heterogeneity</b>	Maternal and Child Health in the Organization for Economic Cooperation and Development (OECD) Countries	• Ehiri Ch. 4	• Guest speaker
<b>Week 3 Feb 6 Politics, Power, and MCH</b>	The impact of globalization in MCH	• Ehiri Ch. 8	• Online Quiz 1
<b>Week 4 Feb 13 Politics, Power, and MCH</b>	Wars and conflict: the cost to MCH populations	• Ehiri Ch. 7	• Quiz 2 Case study no. 1
<b>Week 5 Feb 20 Politics, power, and MCH</b>	Promotion of global perinatal health	• Ehiri Ch. 3	• Quiz 3
<b>Week 6 Feb 27 Specific diseases and concerns</b>	The global burden of obstetric fistulas	• Ehiri Ch. 17	• Online Quiz 4
<b>Week 7 March 6 Specific diseases and concerns</b>	Malaria in women and children	• Ehiri Ch. 12	• Online Quiz 5 • Case study no. 2
<b>Week 8 March 13</b>	Exam 1	• No readings	• Exam 1
<b>Spring break March 18 to March 22</b>	Spring break	• Spring break	• Spring break
<b>Week 9 March 27 Specific diseases and concerns</b>	Malnutrition and MCH	• Ehiri Ch. 16	• Online Quiz 6 • Case study no. 3
<b>Week 10 April 3 Specific diseases and concerns</b>	Health challenges of women, children and adolescents with disabilities	• Ehiri Ch. 18	• Online Quiz 7
<b>Week 11 April 10 Specific diseases and concerns</b>	The global burden of childhood diarrhea	• Ehiri Ch. 13	• Online Quiz 8 • Case study no. 4
<b>Week 12 April 17 Programs, policies, and emerging concerns</b>	Evidence-based MCH	• Ehiri Ch. 20	• Online Quiz 9
<b>Week 13 April 24 Programs, policies, and emerging concerns</b>	Planning, development, and maintenance of the MCH workforce	• Ehiri Ch. 28	• Quiz 10
<b>Week 14 May 1 last day of instruction -</b>	Exam 2 (partial; material covered after spring break only)	• No readings	• Exam 2
<b>Week 15 Date-Date</b>	Optional exam and quiz – final, cumulative	• No readings	• Optional exam and quiz – final, cumulative

**Guest speakers.** Guest speakers will be visiting our course throughout the semester to offer additional content and expertise in selected topics in global maternal and child health. You will be tested on the overall content of the presentations of guest speakers. Take notes to record the information presented by the guest speaker. This will help you prepare for the exam. Turn off all electronic devices and pay attention to the lecture. Be courteous and respectful.

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

**Class participation:** Active engagement in class discussion and activities in central to this course. In-class activities will be conducted throughout the semester in. The objective of these in-class activities is to highlight current events in global MCH, review the material covered in class, reinforce lessons learned, and stimulate class participation. Students are expected to come to class prepared to engage in class discussion and in small group work. Weekly activities are part of your class participation.

**Reading quizzes:** Ten quizzes on the readings assigned for the week will be administered online via the Moodle course site during the semester beginning on week 3. This is an INDIVIDUAL open-book/notes activity. Quizzes will contain 10 multiple choice, short answers, and/or true/false questions. Additional instructions will be posted on the Moodle course site. All quizzes open on Tuesday of each week by 6:00 am and close on Wednesday by 10:00 am. An **OPTIONAL**, make up quiz will be administered during the week of finals.

**Exams:** There are two exams in this course that will count toward your final grade. Exams may contain multiple-choice, identify, matching, true/false, and short answer questions. A third exam, is **OPTIONAL** and will be cumulative. This optional exam will be administered online during the week of final exams.

**Case studies:** Four case studies will be discussed and completed in class in small groups. The purpose of case studies is to examine a specific issue in global health more closely, apply concepts, and consider a solution from a team perspective.

### Point distribution and due dates

Activity	Points (150 total)	Due date
Class participation	10 points	Throughout the semester
In-class case studies	40 points	Throughout the semester
Online quizzes	100 (10@10 points each)	Weekly beginning on week no. 3
Exams	100 points (2@50 points each)	Exam 1: 3/13/2019 Exam 2: 5/1/2019 Optional exam: 5/15/2019 Administered ONLINE; exam opens at 8:00am and closes at 10:00 am on Friday May 15, 2019 See final exam schedule available at: <a href="https://onestop.umn.edu/academics/final-exam-times">https://onestop.umn.edu/academics/final-exam-times</a>

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

<b>% In Class</b>	<b>Grade</b>	<b>GPA</b>
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class- e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Extra Credit</b></p>	<p>10 points: Submission of abstract and presentation (upon acceptance) of poster for World Health Day in April 2019; contact your instructors</p>

