

**PubH 3601 (sec 001)**  
**Maternal and Child Health Global Public Health Issues**  
**Fall 2017**

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|------------------------|--|
| <b>Credits:</b>        | 2  |
| <b>Meeting Days:</b>   | W  |
| <b>Meeting Time:</b>   | 10:10-12:05PM  |
| <b>Meeting Place:</b>  | Moos Health Sci Tower 5-125  |
| <b>Instructor:</b>     | Zobeida E. Bonilla, PhD, MPH   |
| <b>TAs:</b>            | Jeanie Santaluria   santa099@umn.edu   |
| <b>Office Address:</b> | Epidemiology & Community Health, WBOB #300, 1300 S 2nd St, Minneapolis, MN 55454 |
| <b>Office Phone:</b>   | 612-626-1733   |
| <b>Fax:</b>            | 612-624-0315   |
| <b>E-mail:</b>         | zbonilla@umn.edu   |
| <b>Office Hours:</b>   | After class on Wednesdays and by appointment                                     |

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*“Health cannot be bought at the supermarket. You have to invest in health. You have to get kids into schooling. You have to train health staff. You have to educate the population.” (Hans Rosling)”*

**I. 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.

**II. 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.

### III. Course Goals and 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.

### IV. Methods of Instruction and Work Expectations

The main instruction methods for this course are: lecture, class discussion, in-class exercises, and group presentations. Some topics and exercise will be covered online.

### V. Course Text and Readings

- Ehiri, J (Ed.) (2009). Maternal and Child Health: Global Challenges, Programs, and Policies. New York: Springer.
- Additional readings posted on the Moodle course site

### VI. Course Outline/Weekly Schedule

Note: *Changes to this syllabus and to the course schedule/readings can be made according to need by the instructor. Supplementary materials will be posted on the Moodle course site.*

| Week/<br>Date | Lesson                        | Topic   | Readings      |
|---------------|-------------------------------|---|---------------|
| 1) 9/6        | I - World's heterogeneity     | Introduction to course<br>What is global health<br>History of international cooperation in MCH          | CH. 1, p. 3   |
| 2) 9/13       | I - World's heterogeneity     | Maternal and Child Health in the Organization for Economic Cooperation and Development (OECD) Countries | CH. 4, p. 53  |
| 3) 9/20       | I - World's heterogeneity     | Promotion of global perinatal health  | CH. 3, p. 43  |
| 4) 9/27       | II - Politics, Power, and MCH | Gender Equity: Perspectives on Maternal and Child Health  | CH. 9, p. 151 |
| 5) 10/4       | II – Politics, Power, and MCH | The Impact of Globalization and MCH<br><b>Group's Work Day For Global Health Day Presentation</b>       | CH. 8, p. 135 |

|           |  |  |                                  |
|-----------|--|--|----------------------------------|
| 6) 10/11  | II – Politics, Power, and MCH  | Wars and conflict: the cost to MCH populations   | CH 7, p. 121                     |
| 7) 10/18  | <b>Exam #1</b>   |  |                                  |
| 8) 10/25  | III – Specific diseases & MCH  | The global burden of obstetric fistulas  | CH. 17, p. 311                   |
| 9) 11/8   | IV – MCH Policies, programs, and concerns                                  | Adolescent health  | CH. 24, p. 435                   |
| 10) 11/15 | WHO Global Health Day  | <i>Student Presentations</i>   | <i>No additional readings</i>    |
| 11) 11/22 | <i>No class, Thanksgiving Week</i>   |  |                                  |
| 12) 11/29 | III - Specific diseases & MCH  | Impact of HIV on the health of women, children, and families                                       | CH. 15, p. 271                   |
| 13) 12/6  | III – Specific diseases & MCH<br>IV – MCH Policies, programs, and concerns | Global burden of childhood diarrhea<br>Planning, development, and maintenance of the MCH workforce | CH. 13, p. 225<br>CH. 28, p. 515 |
| 14) 12/13 | Last day of instruction  | <b>Exam #2</b>   |                                  |
| 15) 12/21 | Week of finals   | <i>Exam #3 (optional, cumulative, online)</i><br>8:00-10:00 a.m., Thursday, December 21            |                                  |

## VII. Evaluation and Grading

Class participation: Active engagement in class discussion and activities is central to this course. As part of assessing class participation students will lead a class discussion in small groups on one of the chapters assigned for class. Students will sign-up via an online forum for class participation in groups of 10-12 students and actively participate in the discussion of the weekly topic. Weekly activities will be conducted throughout the semester in class and occasionally online. The objective of the weekly 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. Class participation will be self-assessed with instructor input.

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 and will be timed. Additional instructions will be posted on the Moodle course site. All quizzes open on Tuesday of each week by 11:59 am and close on Wednesday by 9:59 am. A make-up quiz will be administered on 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, make-up exam is **OPTIONAL** and will be cumulative. This optional exam will be administered online during the week of final exams.

Global Health Day Presentation: April 7 of every year is World Health Day/*Día Mundial de la Salud*. This year's theme is Depression <http://www.who.int/campaigns/world-health-day/2017/en/>. In observance of this event, students will organize in small groups (see sign-up forum on course site) to prepare a poster presentation profiling the health theme for the year with a focus on MCH. You will be assigned a region to highlight in your presentation and apply key concepts that you have learned in the course. Each group will have 5 minutes in class to present the highlights of their poster.

**Point distribution and due dates**

| Activity                        | Points                        |
|---------------------------------|-------------------------------|
| Class participation             | 50 points                     |
| MCH Global Health Presentations | 50 points                     |
| Online quizzes                  | 100 (10@10 points each)       |
| Exams                           | 100 points (2@50 points each) |

**Grading scale**

This class must be taken for a letter grade (A/F option only). Final grades will be assigned as follows:

|              |    |
|--------------|----|
| 94-100 %     | A  |
| 90-93%       | A- |
| 87-89%       | B+ |
| 83-86%       | B  |
| 80-82%       | B- |
| 77-79%       | C+ |
| 73-76%       | C- |
| 60-69%       | D  |
| 59% or below | F  |

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not

exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty**

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. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. 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.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.