Course Description: This course will provide a global perspective on critical maternal and child health (MCH) issues. We will identify the determinants of these health outcomes and discuss the public policy surrounding these issues, including a special focus on women of reproductive age, adolescents, and children.

The course will include an introduction to the social epidemiology of MCH and the evidence base for MCH programs.

It will also cover MCH research paper/proposal development, community involvement, and program implementation and management.

Students will acquire skills in assessing and understanding health issues among women, adolescents, and children in a community; setting measurable MCH objectives; planning and evaluating appropriate and culturally relevant interventions; and involving communities in these processes.

We will employ a student-centered seminar format with short lectures and student presentations based on assigned readings or special research topics, discussions, and a final research paper/proposal. Special presentations on on-going projects within the MCH areas in America and other developing countries will also be provided.

Learning Objectives: After successful completion of this course, students will be able to:

1) Demonstrate knowledge of major socio-economic and biomedical causes of illness, disability and mortality among mothers, adolescents and children globally.
2) Describe the key prevention and treatment interventions recommended to reduce maternal and child morbidity and mortality globally.
3) Demonstrate the ability to use the life-course and social/epidemiological determinants perspectives when designing and evaluating MCH programs.
Textbooks: None required.


Major assigned readings will be taken from the following sources:

*Globalization and Health*
*Maternal and Child Health Journal*
*Studies in Family Planning*
*Family Planning Perspectives*
*Social Science and Medicine*
*Population and Development Review*
*Journal of Adolescent Health*
*The Lancet*

Some sources of country specific data for presentations, research paper/proposal can be drawn from:

World Health Organization (WHO)
The United Nations Children's Fund (UNICEF)
The United Nations Population Fund (UNFPA)
Safe Motherhood
Demographic and Health Surveys (DHS)
Centers for Disease Control and Prevention (CDC)

Additional articles for each week will be posted on Blackboard.

Blackboard

The syllabus and selected readings will be posted on the course’s Blackboard site, available at https://courses.northwestern.edu/webapps/login if you are registered for the course.

For any questions about NetID, Common Password, or further information concerning Blackboard/course management, please contact NUIT at http://www.it.northwestern.edu/support/index.html.

Student Evaluation

Class participation: 20 %
Class presentations: 40 %
Research paper/proposal: 40%
1. **Class participation:** All students enrolled in the course are expected to attend the regularly scheduled sessions and participate in discussions. They are expected to read the articles listed as “required” in advance of the session. Class participation will be assessed based on students’ contributions in discussions, as well as on comments/suggestions on others’ research papers/proposals. This is necessary as you will learn from varied experience of your classmates.

2. **Class presentations:**
   
   **Leading Discussion:** Student groups of 2 (or more, depending on the size of the class) will be assigned a set of papers with varying conceptual frameworks and opposing views in MCH research. They will present a brief summary of issues in the class and lead the class discussion on the topic to be covered. They are encouraged to discuss with the instructor to plan for their leading discussion before the start of the class (by appointment).

   Those who are not assigned as the discussion leaders are expected to submit a brief summary of their critical thoughts on those required reading materials (maximum 1 double-spaced page) at least 3 hrs before the class.

   **Research proposal presentations:**
   
   Each student is also expected to select a special research topic on a MCH problem to develop their research paper/proposal (with an approval from the instructor). References used for these special topics need to be circulated prior to the presentation. These topics will also be presented in the class for comments/suggestions (about 45 min including comments/questions -- PowerPoint presentation should be used).

   At the end of each presentation, students who are not the presenters are expected to submit an evaluation form anonymously evaluating their classmates’ presentation. The instructor will make a brief summary of the evaluation /comments then send it to the presenters for future improvements. Quality of these presentations will be scored as a part of the final grade.

3. **Research paper/proposal** (8-10 double-spaced pages): This will include research questions, a conceptual framework for examining the research question, and a literature review. After the presentation, a revision of the paper will be due at the last class. Paper will receive 1 grade lower score for each day they are late.
Course Evaluation

The MPH Program administers web-based course evaluations to students for each course near the end of the quarter. Your completion of both the unit (course) and faculty evaluation components is required; failure to complete either of the evaluations will result in an incomplete grade until the evaluations are submitted. You will be sent the web link and instructions via email later in the quarter. You will have about two weeks to complete the evaluations before grades are submitted.

Academic integrity

Every Northwestern faculty member and student belongs to a community of scholars where academic integrity is a fundamental commitment. The Program in Public Health abides by the standards of academic conduct, procedures, and sanctions as set forth by The Graduate School at Northwestern University. Students and faculty are responsible for knowledge of the information provided by The Graduate School on their Web page at http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html

Academic misconduct includes, but is not limited to
1. Receiving or giving unauthorized aid on examinations or homework
2. Plagiarism
3. Fabrication
4. Falsification or manipulation of academic records
5. Aiding or abetting any of the above

The PPH follows The Graduate School’s procedure for evaluating alleged academic misconduct, as outlined on the TGS website. http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html

Faculty reserve the right to use the “Safe Assignment: Plagiarism Detection Tool” that is part of the Course Management System to evaluate student assignments. Information about this tool can be found at http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topics\Assigned Articles</th>
</tr>
</thead>
</table>
| 9/27 | 1    | **MCH OVERVIEW - CHILD HEALTH AND SURVIVAL**  
Course introduction and MCH overview  
**Required readings:**  
**Conceptual Frameworks on Child Health and Child Survival:**  
**Required readings:**  
| 10/4 | 2    | **Newborn and Infant Health**  
**Required Readings:**  
**Recommended readings:**  
**Special Presentation: Maternal Education and Breastfeeding in Vietnam** |
10/11 3

Child Health
Special topic: Child Obesity

Required readings:

Recommended readings:

Special Presentation: Dr. Arlene Hankinson - Instructor, Department of Preventive Medicine, Northwestern University Medical School: Pediatric Obesity

Women's Reproductive Health and Family Planning

10/18 4

Maternal Mortality

Required readings:
   http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)60518-1/abstract

Recommended readings:

Special Presentation: Dr. Lynn Lowe, Associate Professor of Preventive Medicine, Department of Preventive Medicine, Northwestern University Medical School: The Hyperglycemia and Adverse Pregnancy Outcome (HAPO) study
### 10/25 5

**Family Planning:**

**Required Readings:**

**Recommended readings:**

**Special Presentation: Determinants of contraceptive discontinuation in developing countries**

### 11/1 6

**Special Topic: HIV and Reproductive Health in Africa**

*Dr. Daniel J. Smith, Associate Professor of Anthropology, Department of Anthropology, Brown University.*

**Required reading:**
TBD

### 11/8 7

**ALDOLESCENT HEALTH**

**A Conceptual Framework for Adolescent Health**

**Required reading:**


**Recommended readings:**


### Recommended readings:


**Student Research Proposal Presentations**

11/15  8  **Adolescent Reproductive Health and Behavior**

**Required Readings:**


**Recommended readings:**


**Student Research Proposal Presentations**

11/22  **Thanksgiving**
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29</td>
<td>9</td>
<td>Student Research Proposal Presentations</td>
<td></td>
</tr>
</tbody>
</table>
| 12/6  | 10   | Public Health and MCH | **Required Readings:**


**Recommended readings:**

**Special Topic: TBD**

**Research paper due**

**Course evaluation**