Class days / times: Mondays and Tuesdays from 10:00 AM to 12:30 PM
Credits: 3
Course format: Lectures, and discussions.
Room: TBD

Instructor:  Alba Amaya-Burns, MD, MSc.
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Associate Professor of the Practice, Global Health Institute, Duke University
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Emails: aamaya.burns@dku.edu.cn
apa14@duke.edu
Office hours: by appointment.

COURSE DESCRIPTION

This course provides a solid foundation in global perspectives on maternal and child health research, practice, and policy. Utilizes case analysis to examine critical health challenges facing women, children, health providers, and policymakers in some of the world's most disadvantaged communities. This course will address 1-maternal health, and 2-infant health and early childhood development. We are going to discuss the current status of maternal and child health, with special focus on low and middle income countries. Areas of discussion will include: data and measurement, health system challenges, public health interventions and programs, and policy and advocacy. This course will be taught as lectures and class discussions addressing the following topics: reproductive health, delivery and postnatal care, nutrition, and immunization. This course is designed for graduate and advanced undergraduate students.

LEARNING OBJECTIVES:
Upon completion of this course, students will be able to:

- Identify key determinants of health around the world that shape the current global burden of maternal and child morbidity and mortality, with especial emphasis on low and middle income countries.
- Understand how maternal and child health outcomes are measured, and the challenges of measurement that exist in low resources settings.
- Recognize the major health issues affecting women and their new born children during pre-natal care, delivery and post natal care, in varied geographic areas.
- Demonstrate the impact of local policies, and international donors programs on maternal and infant health, especially in early childhood development.
- Explain the role of multilateral, bilateral and private organizations in the global effort to halt maternal and child mortality and morbidity.
REQUIRED TEXT(S)/RESOURCES

Maternal and Child Health Global Challenges, Programs and Policies
By John Ehiri
Hardcover
Publisher: Springer; 2009 edition
ASIN: B00E6TG43I

Course readings will be also available in SAKAI. The readings were chosen for every lecture from recent maternal and child health research papers, and international organizations. Students are expected to read the papers before class and be prepare for student-led class discussion.

COURSE REQUIREMENTS

This course is intended for graduate and advanced undergraduate students who have an interest in addressing maternal and child health within the context of reducing health disparities among women and children. Students need to successfully complete all the following coursework to receive a passing grade for this course:

COURSEWORK AND EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Presentations</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly writing of video reaction (4pp/ 6 weeks)</td>
<td>24%</td>
</tr>
<tr>
<td>Debate (1):</td>
<td>8%</td>
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<tr>
<td>Debate (2):</td>
<td>8%</td>
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<tr>
<td>Midterm Exam:</td>
<td>12.5%</td>
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<tr>
<td>Final Exam:</td>
<td>12.5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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The course will be conducted via lectures and discussions. Students are expected to successfully develop the following activities:

DETAILED COMPONENTS OF COURSE

**Group Presentation (25%)**: Students will be assigned to a team on the first day of class. Using the reading assignments and outside sources, each team will have 40 minutes to present and lead a discussion on their chosen topic (beginning on February, 29). Held during the last 40 minutes of class, the presentations and discussions will be evaluated for each individual based on participation, quality of the discussion, and overall presentation. A rubric is available on SAKAI. The instructor will introduce topics for each group’s presentation, and students are expected to engage in debate and discussion of the readings. Each team will make one presentation to the class.

**Weekly writing of video reaction (4 pp each/ 6 weeks = 24 points)** Beginning on March 4th, a selected video will be presented. Students will engage in discussions, and at the end of the class each student will develop a reaction paper of the video. This paper should be submitted to the instructor via SAKAI at the beginning of the next class. The paper must be 2 pages, double-spaced, 12-Times New Roman font with standard one-inch margins. A discussion guide will be available in SAKAI for every video. Students will be evaluated individually based on participation, quality of the writing and discussion, and analytical use of the readings and lecture. On March 6th, students will submit a reaction paper about the field trip conducted on March 4th. This assignment will be in lieu of that week video reaction.
Debates (8 pp each = 16%):
This is an important academic activity in which students will conduct research, demonstrate advocacy and analytical skills to defend human rights and ethical observance on behalf of mothers and children at global level. Held on March 30th (Debate 1) and on April 20th (Debate 2). Debate 1 will address the policy implications of the “Funding for Reproductive and Sexual Health” provided by the US Government in 2004 to global programs. Students will be divided in two groups: one for and the other against. Group 1 will defend the needs of target populations, and the advantages or disadvantages produced by that action on their lives. Group 2 will defend those policies, arguing why they established those policies, and justifying the needs for taken those decisions. The debate will be grounded on the selected reading provided in this course. Additionally, each group will add insights taken from the available literature, including governmental documents, and policy briefing developed by Non-Governmental Organizations (NGOs), the World Health Organization, and the United Nations Population Fund. Debate 2 will address the need of sexual education programs targeting adolescents, with focus in low and middle income countries. Group 1 will defend the need to implement “the abstinence only” approach. Group 2 will defend the need to implement “a holistic sexual education” approach, targeting adolescents and their stakeholders. The debate will be grounded on selecting readings, provided by the instructor. Students are encouraged to seek literature from Faith Based Organizations working in adolescent pregnancy programs, UNICEF, the World Health Organizations, and other bilateral and multi-lateral organizations working in the area. Students will be evaluated based on the quality of the presentation; each individual use of analytical skills to support the arguments, and their advocacy and negotiation skills to convince the other part of their own position.

Participation (10%)
Participation is based on daily class attendance and engagement in class discussions. Students will engage in weekly-in class discussions using lecture materials and readings to react on peer presentations. Peer review evaluations will be conducted in every presentation, and debate and it is consider an important factor for class participation.

The use of cellular phones and laptops is not permitted during the class, except when approved by the instructor.

Course Organization:
Module 1: Maternal Health
Module 2: Child Health
Module 3: Policies and Special Topics Affecting Mother and Child Health

Grading Procedures: Grades will be posted every two weeks to SAKAI so you may track your progress. The grading system for this course will be the standard scale below:

<table>
<thead>
<tr>
<th>Percent Score</th>
<th>Grade</th>
<th>Percent Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>78-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>93-97.9</td>
<td>A</td>
<td>73-77.9</td>
<td>C</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
<td>70-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>88-89.9</td>
<td>B+</td>
<td>68-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>83-87.9</td>
<td>B</td>
<td>63-67.9</td>
<td>D</td>
</tr>
<tr>
<td>80-82.9</td>
<td>B-</td>
<td>60-62.9</td>
<td>D-</td>
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<td></td>
<td></td>
<td>&lt;60</td>
<td>F</td>
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DIVERSITY AND INTERCULTURAL LEARNING

Readings and cases will be drawn from thinkers and situations spanning the globe. Team assignments will involve the deliberate creation of intercultural and interdisciplinary teams by the instructors. Attention in readings and class time will be devoted to the challenges and principles of team-building in these contexts. Grades for the students’ team assignments and classroom participation will reflect their effort and ability to work successfully in an intercultural setting. Guidance on group work and class participation will be provided for students not accustomed to open discussion style of pedagogy.

COURSE POLICIES AND GUIDELINES:

Instructors’ expectations for all assignments and activities will be made as explicitly as possible, given the likelihood of a wide range of background conventions and habits among the students. The Duke Kunshan University Community Standard will be discussed and adhered to.

ACADEMIC INTEGRITY:

Each student is bound by the academic honesty standard of the Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.” Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

CLASS ATTENDANCE:

You are responsible for all the information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues during class time.

POLICY ON MAKE-UP WORK/EXAMS:

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you require academic accommodation, you must first register with the Dean of Students’ Office. The Dean of Students’ Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.
COURSE SCHEDULE (Some specific lectures and activities are subject to change)

Monday, February 22: 10:00 AM to 12:30 PM
- Introductions
- Review syllabus
- Student teams assigned
- Course Overview

Readings:
Text book: Chapter 1

Tuesday, February 23: 10:00 AM to 12:30 PM
Module 1: Maternal Health
- Global Burden of Maternal Mortality: Determinants of health (Health Disparities and Inequities)
- The Best and the Worst Country to be a Mother

VIDEO #1
Readings:
Text book: Chapters 8


Sunday, February 28, at 8 PM: deadline for video (1) reaction submission in sakai

Monday, February 29: 10:00 AM to 12:30 PM
- World Population Issues
- Global Reproductive Health
- How MCH outcomes are measured, and existing measurement challenges
• Reproductive Health Indicators

How Family Planning and Reproductive Health Programs Impact on children and women health:
Consequences of unintended pregnancies and births; Unmet need for contraception:
http://progress.familyplanning2020.org/videos

1st Group Presentation

Readings: Text book: Chapter 2
1-Peterson, H. B. et al. (2013). Meeting the unmet need for family planning: now is the time. The Lancet, 381(9879), 1696-1699.


Tuesday, March, 1st: 10:00 AM to 12:30 PM

• Reproductive Health in Special population: - Sex workers
  Victims of violence; Homosexuals/transgender; infertile couples.
  Global ethical issues for maternal surrogacy

VIDEO 2

Readings: Text book: Chapter 7


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<tr>
<th>Friday, March 4: 9:30 AM to 12:30 PM</th>
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<tbody>
<tr>
<td>• Maternal and Child Health in China</td>
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<tr>
<td>Guest Speaker:</td>
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<tr>
<td>• The role of traditional birth attendance/ Midwives</td>
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Field Trip:
Kunshan Traditional Medicine Hospital (Maternal Health Program)

Readings:


Sunday, March 6, at 8 PM: 1- Submit Reaction Paper (2) of the Field Trip

Monday, March 7: 10:00 AM to 12:30 PM

• Adolescent Pregnancy
• Sexual Health
  - Age at sexual debut
  - Sexual Education options: policies, abstinence, holistic sexual education.

2nd Group Presentation

Readings: Text book: Chapter 2


Tuesday, March 8: 10:00 AM to 12:30 PM

• The Safe Motherhood Initiative
• Prenatal care
• Safe delivery
• Post-partum (healthy)

VIDEO 3

Readings: Text book: Chapter 22


Sunday, March 13, at 8 PM: Deadline for video (3) reaction submission in sakai

Monday, March 14: 10:00 AM to 12:30 PM

DEBATE (1): “Funding for Reproductive and Sexual Health”

3RD Group Presentation

Readings: Text book: Chapter 28


Tuesday, March 15: 10:00 AM to 12:30 PM

Module 2: Child Health

• Children’s Rights
  • Child Health and Development.
  • Mortality and Morbidity in the Neonatal Period, a Global picture.
- Mayor causes for infant and under-five mortality in low and middle income countries.

**Video #4**

**Readings:** Text book: Chapter 3


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*Sunday, March 20, at 8 PM: Deadline for video (4) reaction submission in sakai*

*Monday, March 21: 10:00 AM to 12:30 PM*

- **Infant Nutrition**
- **Child Survival Programs**
- Breastfeeding
- Immunization

**4th Group Presentation**

**Readings:** Text book: Chapters 16 and 27


5. Ian Gust (2012) Deadly Choices: How the Anti-Vaccine Movement Threatens Us All , *Human Vaccines & Immunotherapeutics, 8*:2, 159-160, DOI: 10.4161/hv.18371. To link to this article: http://dx.doi.org/10.4161/hv.18371
Tuesday, March 22: 10:00 AM to 12:30 PM
Module 3: Policies and Special Topics Affecting Mother and Child Health

- Violence and Gender
- Implications of Female Genital Cutting
- Global Health Programs to halt Female Genital Cutting and Child Marriage practices
- Child Marriage in motherhood and child development

Video # 5

Readings: Text book: Chapters 9 and 10

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Sunday, March 27, at 8 PM: Deadline for video (5) reaction submission in sakai

Monday, March 28: No class in lieu of March 4th Field Trip

Tuesday, March 29: Open Book Midterm Exam:
This exam will be available in SAKAI starting Monday, March 28 at 8 AM (Beijing time), ending on Tuesday, March 29 at 8 PM. This exam has 20 multiple choice questions. You will have 40 minutes to answer

Monday, April 4
NO CLASS: TOMB SWEEPING DAY

Tuesday, April 5: 10:00 AM to 12:30 PM
- Global MCH Programs: Bilateral, and Multilateral Organizations
- Health System Challenges and Best Practices
- Multi-level partnership approaches to address MCH in low and middle income countries
(Governmental, Non-Governmental Organizations and other community stakeholders)

VIDEO 6
5th Group Presentation

Readings: Text book: Chapters 20 and 29


Sunday, April 10, at 8 PM: Deadline for video (6) reaction submission in sakai

Monday, April 11: 10:00 AM to 12:30 PM FINAL CLASS

- DEBATE (2): The Need for Adolescent Sexual Education

Readings: Text book: Chapters 21 and 24


- Course Wrap up

Tuesday, April 12: 10:00 AM to 12:30 PM: FINAL EXAM