Global Strategies in Maternal & Child Health

286.4770 (Three Credit Hours)
Haifa, Israel
Summer 2016

Instructor Information  John R. Lutzker, Ph. D.
jlutzker@gsu.edu

Office Hours  By appointment

ABOUT THIS SYLLABUS: This syllabus is dynamic. Throughout June, there will be modifications and some readings will be added, and even during the course in July there may be some modifications. If you want to contact me now or throughout the course, all communication should be sent to jlutzker@gsu.edu, NOT MOODLE. But, check Moodle for all course materials.

Required Books:

Additional Readings: Listed in the schedule below for each class

Suggested Readings: Listed in the reference section of this syllabus

Course Description: This course is designed to examine issues to women’s health, children’s health, and the health of pregnant women. We will discuss health programs specifically targeted for women and children, interface with NGOs, nutrition, programs to reduce violence, and other topics pertinent to maternal child health.

Course Objectives:
1. To provide students with a broad overview of the field of maternal child health
2. To enable students to understand the global aspects of maternal child health
3. To allow students to determine what evidence-based intervention may be userful in the promotion of maternal child health
4. To highlight the health policy implication of the health status of women and children
5. To provide students with an understanding of the critical aspects of any implementation
6. To provide students with the tools to be creative and critical in analysis of readings on health and illness
7. To understand the importance of implementation science and implementation practices for successful interventions.
8. To be informed of the importance of the social/ ecological model in planning interventions.

**Breaks:** There will be a 15-minute break at 10:30am and 2:45pm each day. There will be a 1-hour or 1 ½ hour lunch break each class to be determined by the professor. On days when the break is 1 hour, class will dismiss 30 minutes early.

**Walking:** If you are able and willing, discussions can be held while walking around campus or in Carmel National Park.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 %</td>
<td>346 - 385</td>
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<tr>
<td>B</td>
<td>80 – 89 %</td>
<td>308 - 346</td>
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<td>C</td>
<td>70 – 79 %</td>
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<td>D</td>
<td>60 – 69 %</td>
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<td>F</td>
<td>0 – 59 %</td>
<td>0 - 231</td>
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**DESCRIPTION OF ASSIGNMENTS:**

**Class Participation:** You are expected, especially in a class this small, to actively participate in all discussions, powerpoint presentations, and make commentaries on each Ted Talk. You will be expected to lead a class discussion each day. You will also be asked to describe your experiences. For particular assignments listed above, there are points ascribed. At the end of the semester, you will also be scored up to 50 points for the overall quality of your class participation.

**Leading Class Discussions:** For every class, each of you will be asked to lead a 15-minute discussion about one of the reading assignments. This is a discussion, not a lecture. Your role is to provide some prompts and participate yourself. You might consider bringing some props or other “clever” ideas. Each student should also describe how (if) the reading has relevance to his or her internship. Also, be prepared to answer the study questions at the end of each
assigned chapter in White (2014). Your grade for discussion can be up to 15 points a day (10 points for lead discussion and 5 points for a response during the discussion).

Additional Discussion & Oral Questions: All articles on the syllabus are located on Moodle and must be reviewed before the class that day.

ASSIGNMENT OF DAILY DISCUSSIONS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Olivia</th>
<th>Lorryn</th>
<th>Rhiannon</th>
<th>Dionne</th>
<th>Emily</th>
<th>Laura</th>
<th>Rebecca</th>
<th>Tara</th>
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<tbody>
<tr>
<td>June 30th</td>
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<td></td>
<td>Introductions &amp; Describe Your Internship/Practicum</td>
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<td></td>
<td>Describe your observations/feelings about your weekend tour. Did you see anything that struck you as relevant to maternal child health?</td>
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<td>July 3rd</td>
<td>Sommer: Preface-Chapter 3</td>
<td>Cowart-Osborne, Jackson, Chege, Baker, Whitaker &amp; Self-Brown (2014); Sommer: Chapter 4-5</td>
<td>White: Forward &amp; Introduction Fixsen: Chapters 1–3</td>
<td>Gardner et al. (2014); Sommer: Chapter 6-7</td>
<td>Finkelhor, Shattuck, Turner &amp; Hamby (2014); White: Chapter 1</td>
<td>Lutzker &amp; Chaffin (2012); White: Chapter 2</td>
<td>Lutzker, Guastaferrro &amp; Whitaker (2014); White: Chapter 3</td>
<td>Strong, Lutzker, Jabailey, Shanley, Self-Brown &amp; Guastaferrro (2014); White: Chapter 4</td>
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Paper: You will write one final paper during the semester. One is due July 12th at 9:00am. The paper must be printed, double-spaced and in **14-point font**. No paper may exceed six pages of text without the reference section. The references can be APA or MLA format.

*Paper (100 points):* Take any topic covered within the course and outline and describe a prevention program based on Fixsen strategies and social/ecological principles. Also, use the WHO definitions of violence (you need to find them) Take any violence area and outline and describe any kind of intervention/implementation (based on Fixsen et al 2005 strategies) to mount a prevention program in any country you choose except the United States. Use at least five references on the topic in addition to the assigned article(s) on the health problem.

**Final Project:** Take any Global Maternal Child Health problem in any country, except the United States or Israel, and make a one-hour group presentation consisting of at least two media, such as combining powerpoint and a video, that you make or relevant brief exsisting videos and describe the following:

- Prevelence
- Etiology
- Sequela
- The attempts to solve
- Social/Ecological barriers
- A cultural responsive prevention program that you recommend
- Cite references

Your grade (100 points) will be scored according to:

- Content (50 points)
- Accuracy (no typos; correct APA or MLA format) (10 points)
- Clarity (20 points)
- Media and/or oral style/quality (20 points)

You may not exceed 60 minutes on the presentation. You will be cut-off at 60 minutes and will lose points based upon how much content you appear to have excluded.
## SCHEDULE OF TOPICS AND READINGS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Assignment Due</th>
<th>Readings</th>
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</table>
| June 30    | • Introduction PPT  
• Syllabus Review  
• Global Maternal & Child Health PPT  
• Child Malnutrition PPT (WPA)  
• Ted Talk: Nadine Burke Harris: How childhood trauma affects health across a lifetime  
• Ted Talk: Hans Rosling: The good news of the decade? We're winning the war against child mortality.  
• Social & Behavioral Factors PPT  
• NPR Haiti-Red Cross Story  
No Assignments Due | No readings                                                                                 |
| July 3     | • Child Maltreatment PPT  
• Ted Talk: Let’s treat violence like a contagious disease  
• Ted Talk: Ted Talk: Ismael Nazario: What I learned as a kid in jail  
• Fixsen PPT  
• Chronic Neglect PPT  
• Azrin Tribute PPT  
• Single-Case Research Design PPT  
• Class Discussion | Sommer: Preface through Chapter 7  
White: Foreword & Introduction, Chp. 1-4  
Fixsen: Chapters 1–3  
Gardner et al. (2014)  
Finkelhor, Shattuck, Turner & Hamby (2014)  
Lutzker & Chaffin (2012)  
Lutzker, Guastaferro & Whitaker (2014)  
Strong, Lutzker, Jabaley, Shanley, Self-Brown & Guastaferro (2014) |
| July 4     | • Ted Talk: Alison Gopnik: What do babies think?  
• Ted Talk: Stuart Brown: Play is More Than Fun: It’s Vital  
• Child Maltreatment PPTs  
• Fixsen PPT  
• Class Summary  
• Class Discussion | Sommer: Chapter 8 – Epilogue  
White: Chapters 5-7  
Fixsen: Chapters 5 – 6  
Gaskin, Lutzker, Crimmins, & Robinson (2012)  
| July 5     | • Operant Conditioning PPT  
• Ted Talk: Georgette Mulheir: The tragedy of orphanages  
• Ted Talk: Jamie Oliver: Teach Every Child About Food  
• Cultural Issues  
• Systems Issues  
• A Chance to Parent PPT  
• Class Discussion | White: Chapters 8-10  
Fixsen: Chapter 7  
Aarons & Palinkas (2007)  
Beasley, Silovsky, Ridings, Smith & Owara (2014)  
Olds et al. (2013)  
Widom, Czaia & DuMont (2015) |
### July 7 9:00 – 16:00

- **Ted Talk: Tyrone Hayes + Penelope Jagessar**  
  Chaffer: The Toxic Baby  
- **Ted Talk: Jackson Katz: Violence against women—it's a men's issue**  
- **Ted Talk: Mechai Viravaidya: How Mr Condom made Thailand a Better Place**  
- **Ted Talk: Noel Bairey: The Single Biggest Health Threat Women Face**  
- **Violence**  
- **Child Health Care**  
- **Class Discussion**

<table>
<thead>
<tr>
<th>White: Chapter 11-13</th>
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<tbody>
<tr>
<td>Bryce, Gilroy, Jones, Hazel, Black &amp; Victora (2010)</td>
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<tr>
<td>Damashek, Bard &amp; Hecht (2012)</td>
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<td>Lutzker &amp; Wyatt (2006)</td>
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### July 10 9:00 – 16:00

- **Ted Talk: Mitchell Besser: Mothers Helping Mothers Fight HIV**  
- **What Does Literacy Have To Do With Maternal Health? Guest Lecture by Dr. Iris Feinberg**  

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<tr>
<th>Three Final Presentations</th>
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<tbody>
<tr>
<td>White: Chapters 14-16</td>
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<tr>
<td>Gazmararian et al (2013)</td>
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<tr>
<td>Renkert &amp; Nutbeam (2001)</td>
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<td>Smithers, Kramer &amp; Lynch (2015)</td>
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<td>Zarcadoolas, Pleasant, &amp; Greer (2005)</td>
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### July 12 9:00 – 16:00

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<th>Five Final Presentations</th>
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<tr>
<td>No readings</td>
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**Moodle:** Moodle will be used to communicate among class members and all students are expected to have established access. The site will have a copy of the updated syllabus, assigned articles, Ted Talks and any changes that occur as the course progresses. It may also be used to post other documents. *Please do not use Moodle to communicate with me.*

**Deviation Policy:** The course syllabus provides a general plan for the course; deviation may be necessary.

**Attendance Policy:** *Participation is a critical element of this class.* Grading is dependent upon participation in discussions and presentations. Thus, important points will be lost for students with poor attendance. If it is necessary to miss an assigned discussion, arrangements can be made to reschedule for following week. *No more than two make-ups will be allowed.*

**Late Assignments:** Any assignment turned in late will be lowered one letter grade for each day the assignment is late.

**Academic Honesty:** The Policy is a core value and all members of any university community are responsible for abiding by its tenets. Lack of knowledge about this policy is not an acceptable defense to any charge of academic dishonesty. All members of any academic community including students, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of...
provost. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. All students are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

**Plagiarism:** Plagiarism is presenting another’s work as one’s own. Plagiarism includes paraphrasing or summarizing the works of another person without acknowledgement, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

**Unauthorized Collaboration:** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification:** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions:** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

**Students with Disabilities:** Please let me know.

**Reading Reference List (in alphabetical order):**


**Suggested Reading:**


Revised 5.23.2016

