



University of South Florida
College of Public Health

PHC 6xxx: Global Maternal and Child Health

Spring 2025

001 | 3 credit hours

COURSE SYLLABUS

Course Description	This course is a comparative global perspective of Maternal and Child Health. Students will engage with approaches in Global Health, International Development, and Medical Anthropology to critically analyze the historical, political, and socioeconomic context of Global MCH and how multinational and nongovernmental organizations and government agencies respond to MCH issues.		
Pre-requisites	None	Co-requisites	None
Course Website	http://my.usf.edu (Canvas)	Delivery Method	Campus
Location	CPH 2022	Day(s)/Time(s)	Wednesdays, 12:30-3:15

Instructor Information	Dick Powis, PhD	Office location: LRC 219
	richardpowis@usf.edu	Office hours: By Appointment
	None.	Preferred method of contact: Email
	Reply Policy: Weekdays, 9:00AM—6:00PM EST	

Course Requirements

Required Materials	<i>All readings and course materials will be made available on Canvas. Students will be responsible for acquiring their own book for the Book Review/Presentation assignment and may purchase that wherever books are sold.</i>
Recommended Materials	<i>None.</i>

Technology Information

Technology Requirements	Students in all public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.
--------------------------------	--

	<p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements</p> <p>Pre-requisite technology skills:</p> <p><i>None.</i></p> <p>Special Technology Requirements for this course (if applicable):</p> <p><i>None.</i></p>
--	--

Course Schedule

Week	Topic	Assignment	Due Date
Week 1 (1/15)	Introduction and Overview	Readings in Canvas	
Week 2 (1/22)	Political Economy of Global MCH Guest: Prof. Ellen Foley (Clark University)	Readings in Canvas Weekly Canvas Discussion	1/21
Week 3 (1/29)	Theoretical Perspectives: Epistemology Guest: Tessa Moll (Stellenbosch University)	Readings in Canvas Weekly Canvas Discussion	1/28
Week 4 (2/5)	Theoretical Perspectives: Ethics Note: Class will meet over Teams	Readings in Canvas Weekly Canvas Discussion	2/4
Week 5 (2/12)	Country Profile Presentations	Country Profile Presentation	2/12
Week 6 (2/19)	Global Maternal Morbidity and Mortality Guest: Prof. Adrienne Strong (University of Florida)	Readings in Canvas Weekly Canvas Discussion	2/18
Week 7 (2/26)	The People Who Help Guest: Prof. Margaret MacDonald (York University)	Readings in Canvas Weekly Canvas Discussion	2/25
Week 8 (3/5)	Midterm Examination	None.	
Week 9 (3/12)	Global Abortion Guest: TBD	Readings in Canvas Weekly Canvas Discussion	3/11
Week 10 (3/19)	Spring Break	Go, be free.	
Week 11 (3/26)	Neonatal and Infant Health Guest: Prof. Aunchalee Palmquist (Duke University) Note: Class will meet over Teams	Readings in Canvas Weekly Canvas Discussion	3/25

Week	Topic	Assignment	Due Date
Week 12 (4/2)	Child Health Guest: Prof. Rachel Hall-Clifford (Emory University)	Readings in Canvas Weekly Canvas Discussion	4/1
Week 13 (4/9)	Book Review Presentations	Book Review & Presentation	4/9
Week 14 (4/16)	MCH in Crisis Guest: Dean Sten Vermund (University of South Florida)	Readings in Canvas Weekly Canvas Discussion	4/15
Week 15 (4/23)	Family Planning Guest: TBD	Readings in Canvas Weekly Canvas Discussion	4/22
Week 16 (4/30)	Final Group Presentations	Final Presentation	4/30

Grading Policies and Procedures

Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Incomplete ("I") Grade: Students who are unable to complete all requirements of the course for circumstances beyond their control may request to receive an "I" grade to allow for completion of the remaining coursework the next semester(s).

Undergraduate: <https://catalog.usf.edu/content.php?catoid=17&navoid=2601#grading-policies>

Graduate: <https://catalog.usf.edu/content.php?catoid=18&navoid=2820#academic-standards-and-grades>

Grading Criteria

Assessment	Percent of Final Grade
<i>Attendance, Class Participation, and Classroom Activities</i>	10%
<i>Weekly Discussion Posts to Canvas</i>	10%
<i>Country Profile Assignment</i>	10%
<i>Midterm Short Answer Examination</i>	20%
<i>Book Review</i>	15%
<i>Book Presentation</i>	10%
<i>Final Presentation</i>	25%
Total	100%

Assessment Description

Attendance, Class Participation, and Activities – (10%):

Students are expected to be present and engaged in class discussions and activities. This means actively participating, actively listening, asking questions, and remaining responsive to questions. Respectful and deliberate class engagement is structured by the old organizer adage, “Step up, step back”—those who have spoken should not speak until everyone else has had a chance, and those who have not yet contributed to classroom discussion should offer their thoughts before others may proceed.

Weekly Discussion Post, due Tuesdays – (10%):

Students are required to post a short response to the assigned readings on Canvas by 12:00PM ET (noon) each Tuesday before class. I want to know what you think about the readings and how (or if) you can relate them to previous discussions. Please include a question you would like to ask or discuss in class.

Country Profile Assignment, due 2/12 – (10%)

Students will choose a country from a given list for which they will prepare a 5-minute presentation. In the presentation, they will describe (1) the geopolitical context of the country, (2) the health status, and (3) the sociocultural context of an MCH issue of their choice. More details about the assignment, including resources where they can find information on each country, can be found on Canvas.

Midterm Short Answer Examination, on 3/5 – (20%)

The midterm examination is an in-class, open-note, written examination of short-answer questions and short essay questions assessing students’ mastery of topics covered between Weeks 1-7. Hot tip: a winning “short answer” format gives the definition, the significance, and an example of a concept.

Book Review and Presentation, due 4/9 – (15% and 10%, respectively)

Students will choose a book from a given list for which they will (1) write a two-part paper (i.e., book review and reflection) and (2) give a five-minute presentation highlighting the main findings and their response to the book. More details about the assignment can be found on Canvas.

Final (Group) Presentation, on 4/30 – (25%)

Depending on course enrollment, students will give individual or group presentations on the final day of class. Students will present on a specific MCH-related problem in a specific country or region of the world and propose a policy or intervention. More details about the assignment and a rubric will be found on Canvas.

Grading Policies

Late Assignments: A penalty of 5 points per day will be applied to all late assignments. Failure to complete any assignment will not constitute an excuse for being assigned an "I" grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency, or similar problem.

Extra Credit: There is no extra credit in this class.

Final Grades: All final grades will be posted on Canvas.

Academic Integrity: The College of Public Health considers academic integrity to be a critical component of higher education. It can be useful for students to collaborate when studying and learning course material. And, in some cases, certain social media platforms can be used to help facilitate learning. However, the use of technology (such as GroupMe, CourseHero, SnapChat, StuDocu, etc.) to cheat is in violation of the academic integrity policy at USF. This includes sharing exam questions, taking exams together, posting previous

assignments, downloading assignments/course content from unapproved sources, directly copying content from outside sources (plagiarism), purchasing or soliciting content, or participating in discussions related to cheating.

Students who witness cheating, such as in an online chat, even if they are not actively participating, are required to report the activity. Awareness of cheating without reporting it is called complicity. Complicity also bears penalty according to the USF academic integrity policy.

The College of Public Health will impose sanctions for plagiarism, cheating, and complicity that are in direct violation of USF's academic integrity policy. This may include a zero on an assignment/exam, failure of a course, assignment of an FF course grade, which indicates academic dishonesty on the student's USF record, or dismissal from the University. See [USF Regulation 3.207](#) for more details.

Course Competencies and Objectives

Alignment Matrix				
CONCENTRATION COMPETENCIES (CC):	COURSE OBJECTIVES:	MEETS CC	ASSESSMENTS*	SESSION #
<p><u>MPH—CEPH Foundational Competencies</u></p> <p>(5) Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings;</p> <p>(6) Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels;</p> <p>(8) Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs;</p> <p>(12) Discuss the policy-making process, including the roles of evidence and ethics;</p> <p>(14) Advocate for political, social, or economic policies and programs that will improve health in diverse populations;</p> <p>(15) Evaluate policies for their impact on public health and health equity;</p> <p>(20) Describe the importance of cultural competence in communicating public health content;</p> <p>(21) Integrate perspectives from other sectors and/or professions to promote and advance population health;</p> <p><u>MPH—Maternal and Child Health (MCH)</u></p> <p>(1) Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH, including: morbidity and mortality; individual, family, social, and community factors; and health system characteristics;</p>	1. Identify causes and consequences of major health problems affecting mothers and children with a global perspective;	MPH 6, 15, 21; MCH 1-2, 4, 6; GHP 1, 4, 8	Class Participation, Discussion Posts, Country Profile, Midterm Exam, Book Review, Final Presentation	2-7, 9, 11-16
	2. Describe major socioeconomic, political, biomedical, and cultural factors that influence the health of parents and children in a global perspective;	MPH 5-6, 8, 12, 15, 20-21; MCH 1-4, 6; GHP 1, 4, 8, 9	Class Participation, Discussion Posts, Country Profile, Midterm Exam, Book Review, Final Presentation	1-7, 9, 11-16
	3. Discuss the role of families, governments, and international organizations in influencing policies and changes in practice that improve maternal and child health;	MPH 5, 8, 12, 14-15, 20-21; MCH 1, 3-4, 6; GHP 1, 6-9	Class Participation, Discussion Posts, Midterm Exam, Book Review, Final Presentation	1-2, 5-7, 9, 11-16
	4. Explain the importance of and key approaches to understanding and involving the community in the design, implementation, and evaluation of MCH programs and services in other countries;	MPH 5, 8, 12, 14-15, 20-21; MCH 3-4, 6; GHP 6-9	Class Participation, Discussion Posts, Book Review, Final Presentation	3-4, 6-7, 11-16
	5. Identify major MCH indicators and data sources to study global MCH problems and discuss the challenges of measurement and monitoring in diverse environments;	MPH 5, 15, 20, 21; MCH 1-2, 4; GHP 1, 4, 6-7	Class Participation, Discussion Posts, Country Profile, Midterm Exam, Book Review, Final Presentation	2-3, 5, 7, 9, 11-12, 14-16
	6. Critically analyze the historical, political, economic, and cultural appropriateness of interventions and programs meant to address issues in global MCH	MPH 5-6, 8, 12, 14-15, 20-21; MCH 1-4, 6; GHP 1, 4, 6-9	Class Participation, Discussion Posts, Country Profile, Midterm Exam, Book Review, Final Presentation	1-7, 9, 11-16

CONCENTRATION COMPETENCIES (CC):	COURSE OBJECTIVES:	MEETS CC	ASSESSMENTS*	SESSION #
<p>(2) Describe the scope and impact of MCH problems for children, women, and families;</p> <p>(3) Apply organizational theory to public health, program planning, management, and evaluation;</p> <p>(4) Describe MCH history, policy development, major programs, laws, regulation, advocacy movements, and current legislative mandates;</p> <p>(6) Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice.</p> <p><u>MPH—Global Health Practice (GHP)</u></p> <p>(1) Describe the socio-cultural, political, and economic determinants of health and health status at the global level;</p> <p>(4) Appraise the role of cultural, social, and economic factors that contribute to the incidence of disease and influence prevention strategies;</p> <p>(6) Use ethical and culturally appropriate technology/interventions when addressing public health problems and prevention at the global level;</p> <p>(7) Propose methodologies for the evaluation of public health programs and interventions;</p> <p>(8) Apply social justice and human rights principles in public health policies and programs;</p> <p>(9) Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being</p>				

* **Assessment Types:** Class Participation, Weekly Discussion Posts, Country Profile, Book Report, Midterm Exam, Final Project

Additional Course Information

Reference List

Other Information

This theoretical perspectives and topical content of this course are intended to be complementary with PHC 6674 International Perspectives in Women's Health Issues.

Course Policies

Attendance

See Canvas for required and supplemental readings and other information/material throughout the semester.

Class Participation

Everyone will have an opportunity to participate each week, please be respectful of other's rights to be heard. Class participation is expected, please be mindful and do not monopolize the conversation.

Instructor Expectations

This is a graduate level exploration of many sensitive and timely topics that can be controversial and require maturity and thought. The expectations for this class are that we treat each other with respect and kindness.

There will be a substantial amount of required course material on Canvas in the form of reading and other media. You are expected to have read and viewed these materials **before** the class in which they will be discussed. While much of the information presented in these materials will not be directly discussed in-class, it is essential that you know it beforehand to adequately participate in class discussion.

Field Trip Policy

Not applicable.

Institutional Policies and Resources

Institutional Policies

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF. These policies may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Title IX provides federal protections for discrimination based on sex, including pregnancy and sexual harassment, sexual violence, stalking, and relationship violence. In effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy –a confidential resource that can review all your options at 813-974-5756 or va@admin.usf.edu.*

Other Institutional Policies and Resources

Download at: <https://usfhealth.box.com/s/3nxazd87ucg5ixlzf5wxkii009rte8z6>