

PHCM9606

# Reproductive, Maternal and Child Health

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**Summer Term, 2011/12**

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**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH  
AND COMMUNITY MEDICINE

## **Convenors**

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## Course Readings

The Millennium Development Goals
Maternal and Neonatal Health
Sexual and Reproductive Health
Gender and Health
Violence against Women and Children
Child Health and Nutrition
Population interventions in Reproductive and Child Health

## Course staff

### Course convenors

**Dr Shanti Raman** is a Senior Research Fellow with the HRH Hub and leads the research into Maternal, Neonatal and Reproductive Health group. Her activities at the Hub include researching HRH issues in relation to maternal, newborn and child health with a particular focus on evidence-based interventions. Shanti is also a Consultant Paediatrician with Public Health training and expertise. In her current role as Community Paediatrician in charge of Child Protection services in Sydney South West Area Health Service, she has provided clinical leadership in this field, professional development and training in clinical aspects of child abuse and neglect and developed area-wide relevant policies on children's rights and child protection. Dr Raman has maintained a strong interest in international health, provided consultancy services in international health (maternal, neonatal and child health), worked on population based research projects in India and been involved in teaching public health. She has been involved with policy development at national (with the Royal Australasian College of Physicians), State (NSW Health), and international (through International Society for Social Pediatrics, International Society for Prevention of Child Abuse & Neglect) levels. She is currently completing a PhD in international child public health

### Teaching staff

This course is supported by other academics and clinicians with expertise in this area both within the School of Public Health and Community Medicine, more broadly throughout the Faculty of Medicine and its conjoint staff, and with visiting scholars.

## Course information

### Units of credit

This course is an elective course of the Graduate Public Health and Health Management Programs, comprising 6 units of credit towards the total required for completion of the study program.

### Pre-requisites

There are no pre-requisites for this course.

## Course aim



This course aims to increase your understanding of the key issues in reproductive, maternal and child health internationally, with a particular focus on developing countries in the Asia Pacific region. These issues will be explored from a public health perspective that is sensitive to gender and the social determinants of health.

## Course outcomes

On completion of this course you should be able to:

- Identify the key stakeholders and partners involved in international reproductive, maternal and child health and discuss their values, activities and stake in the field
- Discuss the way that gender and socioeconomic status/poverty impact upon reproductive, maternal and child health
- Appraise the efficacy of current public health strategies addressing reproductive, maternal and child health internationally, and identify an issue to research in depth, justifying why this is currently an issue of significance
- Relate the current Millennium Development Goals in relation to reproductive, maternal and child health and critique standard approaches to improving these indices.

## Graduate attributes and capabilities

This course supports you achieving a range of capabilities that you will achieve across your studies in public health. For the complete list please refer to the School website. In particular this course provides learning opportunities that will nurture the following capabilities with a particular emphasis on reproductive, maternal and child health:

The knowledge and skills to:

- Interpret and apply research and research methods for policy and practice in public health contexts
- Protect the health of populations and prevent communicable and non-communicable diseases through appropriate interventions
- Promote the health of populations through research, practice, policy and advocacy
- Build workforce capacity to support public health outcomes
- Plan and evaluate public health strategies, programs and projects in a range of diverse contexts

The interactional abilities to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

The personal attributes to:

- Apply analytical and critical thinking for evidence based problem solving
- Commit to social responsibility informed by principles of social justice and equity
- Engage in lifelong learning and reflective practice.

## Learning and teaching rationale

The teaching rationale for this course is informed by the Guidelines on Learning that inform teaching at UNSW, which you can view at <http://www.guidelinesonlearning.unsw.edu.au/overview.cfm>

The course is run as a 4 day workshop structured as a series of 1-2 hour sessions. The sessions will include a presentation from a content expert, followed by a discussion which may include a small group activity. In addition, there will be two 1.5 hour sessions (on Day 1 and Day 3) during which you will work collaboratively in groups to prepare a presentation on a topic that will be delivered on the afternoon of Day 4.

We aim to facilitate a creative, challenging learning environment where you are able to contribute your ideas, debate issues with the presenters and with each other, and develop your own understanding of the content and how it relates to your context. Some of the material and the approaches we will be discussing will be new to you: this makes it all the more important that you take a critical, interrogative approach and ultimately determine what is relevant to you.

*"Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves."*<sup>1</sup>

Your assessment tasks use different methods to assess different skills that you will be developing through the course.

- Assessment Task 1 and 2 assesses your ability to work collaboratively and constructively for the benefit of the whole group
- Assessment Task 3 assesses your ability to reflect on what you have learnt and apply it to your own context
- Assessment Task 4 assesses your ability to identify an issue of relevance to you, and investigate, critically appraise and clearly write about it.

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<sup>1</sup> Chickering, A. & Gamson, Z. 1987, "Seven principles for good practice in undergraduate education", Reprinted by Honolulu Community College, viewed 20 June 2007, URL: <http://aahebulletin.com/public/archive/sevenprinciples1987.asp>

## Online learning component using UNSW Blackboard



The online learning component of this course provides you with access to the course resources and access to your peers through a discussion facility (non-assessed). The discussion facility will provide a space for you to continue discussing key themes and areas of interest from the workshop and support your learning as you complete this Summer Session course away from campus.

The online learning component also is the area for submitting Assessment 3 and 4. After the workshop you are required to submit a reflection online within 7 days (Assessment Task 3). Further details about the course assessments are below.

## Assessments

This course is assessed through the following tasks:

1. **Workshop participation 10%**
2. **Group assignment presentation 20%**
3. **Online reflection: 20%**
4. **Assignment: 50%**

### Assessment Task 1: Workshop participation (10%)

Students are expected to attend all workshop sessions, participate in group discussions and activities, and contribute actively to all components of the course.

Your contributions to the development of the class/group discussion will be assessed as follows:

- Does your participation contribute to the group's development of new understandings based on the readings and lectures?
- Do you contribute respectfully and meaningfully to debates and ideas presented within the class/group?
- Do you contribute to discussion by identifying possible strengths and weaknesses in the material/reading being discussed and by explaining your reasons for identifying those strengths/weaknesses?
- Do you relate your own ideas to those being articulated by others (both others in the group discussions and other authors we are reading in this course)?

## **Assessment Task 2: Group assignment presentation (20%)**

All participants will self allocate to groups on Day 1 of course and will present their findings on Day 4\*.

The possible topics for exploration will be discussed on Day 1 and negotiated with the group. You will need to choose a topic in a specific country or region. You will have 1.5 hours on Day 1 to negotiate your topic and your approach and 1.5 hours on Day 3 to work on your presentation. You can use this time as your group sees fit, but you will most likely need to conduct individual research on your topic outside of this time.

You will have 20 minutes for your presentation and it can take any form (e.g. PowerPoint presentation, short video, role play, handouts, group activity). You should aim to teach something to the rest of the class, so keep in mind what sessions you have most enjoyed and what strategies the course facilitators used that you found engaging. The whole group does not need to be involved in the presentation (one or two members may present on behalf of the group). You do not need to present all the information you have found so choose the key issues that you think the whole class should know. If you wish, you can support your oral presentation with a handout with additional information.

You will be assessed on the following:

- **Content:** is the issue/research question *relevant* to the course and material covered in the workshop.
- **Analysis:** engagement beyond description, demonstration of deeper level understanding of issues and relating it to theory, experience, knowledge of 'good practice', literature and other evidence.
- **Clarity of Ideas:** does the presentation tell a coherent and well structured story and highlight the most important aspects for consideration by the audience.
- **Presentation:** level of fun/engagement, referencing, timekeeping.

This assessment will be marked by other students and course coordinators and will in part reflect whether other course participants found the presentation to be a valuable case study around which the group could learn and key issues be highlighted in discussion.

*\*If due to unforeseen circumstances you are unable to meet all these requirements you must email the convenors explaining why and negotiate an alternative individual assignment for 20% of the course marks*

### **Assessment Task 3: Online reflection (20%)**

After the workshop you are asked to submit online a 750 word reflection/comment on one key thing you learnt in the workshop and how this might affect your work, if applicable. This should be something you are happy to share with other students who attended the workshop. Other students may ask you questions or comment on your submission so you need to check the discussion thread in the week following submission.

You may wish to:

- Reflect directly on how what you learnt might be implemented in your context
- Explore a new angle on your presentation topic or that of another group
- Take up something discussed in the workshop and debate the issue further
- Provide a critical synopsis of an article in your reading list
- Include an article or further information you have found that may be of interest to other students

This is a piece of reflective writing, and therefore does not need to be referenced unless you are using direct quotes. The purpose is to allow you to debrief what you learnt at the workshop and integrate it into a more developed understanding of the topic. You should not simply summarise your presentation.

Your submission should be posted on the **Blackboard eLearning site** within one week after completion of the workshop, i.e. by **5:00 pm on Thursday 21 November**. A discussion thread will be created for this purpose.

Non-student participants are required to email their reflection to Shanti ([s.raman@unsw.edu.au](mailto:s.raman@unsw.edu.au)) by the above date.

### **Assessment Task 4: Assignment (50%)**

The third assessment task is an assignment on a topic of your choice that is relevant to the course content. You need to apply the topic to a specific region or country.

Conduct a detailed analysis of this issue and prepare a 3000 word report that provides a succinct and critical overview of the topic. You should include (where relevant):

- justification of why this is an important issue in maternal, reproductive or child health
- relevant research evidence, with a discussion of the quality of this evidence
- reference to relevant policy, legislation and affected stakeholders
- public health strategies to address the issue and an evaluation of their effectiveness or otherwise
- an appreciation of the impact of gender
- recommendations for how this issue might be addressed in the future

As this is an assignment for your public health degree, you should take a **public health**, rather than a **clinical** approach to the topic. You can include clinical detail where relevant, but ensure the bulk of your assignment focuses on public health approaches/strategies.

You can negotiate alternative approaches to this assignment (for example if you would benefit from preparing a research proposal on a relevant proposal, or preparing an article for publication). Please contact Shanti ([s.raman@unsw.edu.au](mailto:s.raman@unsw.edu.au)) if you need further guidance regarding your assignment.

Your assignment should be **submitted online** with a cover page by the end of January (**5:00 pm Tuesday 31 January, 2012**).

Your assignment will be marked against the following criteria:

### **Relevance**

- Your choice of topic is justified by epidemiological or other data
- You demonstrate a public health approach to the topic

### **Critical skills**

- You critically analyse information sources
- You take a questioning, rigorous and critical approach to your work

### **Expression**

- Referencing is clear and appropriate
- Presentation is clear and concise
- Conclusions are supported by evidence and argument

### **Integration and synthesis**

- You integrate different sources of information into a comprehensive understanding of the topic
- You articulate key public health strategies and make recommendations regarding their appropriateness or otherwise

## Grading

Grades to be used are represented by the following symbols:

**HD, DN, CR, PS, FL**

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

**NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.**

## Submitting your assignments

1. **All assignments** must have a cover sheet attached.  
Cover sheets can be downloaded from the school website:  
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>  
Students submitting assignments in Blackboard should use the cover sheet available in Blackboard.
2. Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two weeks, are only considered with medical certificate unless other appropriate reason is given.
3. Assignments will not be marked if submitted after other students' assignments returned.
4. Only FL assignments can be resubmitted. The maximum grade that can be achieved after re-marking is a PS.
5. Assignments will be marked within two weeks of due date. Feedback may not reach students until 3 weeks after assignment submission.
6. Students **submitting assignments electronically** must make sure their name, course code, date and assignment title is on the front page of their assignment, but preferably in the header or footer so it appears on every page. Please ensure that student name, course code and assignment number are included in the file name.
7. Marked assignments submitted electronically will be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.
8. All late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late.
9. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:  
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

## Academic honesty and plagiarism

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.\* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

## Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this

practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

## Referencing

**It is your responsibility** to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

## How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

## Course resources

Learning resources for this course consist of the following:

1. A comprehensive Reading and Reference List, provided at the end of this outline
2. Materials made available during the workshop, including copies of presentations

## Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff. This course will be evaluated through both the CATEI process and specific evaluation tools developed for the workshop.

## Additional support to students

### IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at: <https://www.it.unsw.edu.au/students/policies/index.html>

### UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>  
Tel: +61 (2) 9385 1333  
Email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au)  
Location: UNSW Library

## UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>  
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>  
Tel: 02 9385 2650  
Location: UNSW Library, Level 2 Service desk

## Library resources

### Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the **Online Information Skills Tutorial** prior to commencing their studies and assignments. <http://eliseplus.library.unsw.edu.au/>

### Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

**UNSW Library Subject Guides:** <http://subjectguides.library.unsw.edu.au/>

**Public Health and Community Medicine Subject Guide:**  
<http://subjectguides.library.unsw.edu.au/publichealth>

### Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

### Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

## Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web.

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office  
School of Public Health and Community Medicine  
The University of New South Wales  
Level 2, Samuels Building  
UNSW Sydney NSW 2052, Australia  
T: + 61 (2) 9385 1699 - Graduate Health Management Programs  
T: + 61 (2) 9385 2507 - Graduate Public Health Programs  
T: + 61 (2) 9385 1928 - Graduate International Public Health Programs  
F: + 61 (2) 9385 1526  
E: [postgrad-sphcm@unsw.edu.au](mailto:postgrad-sphcm@unsw.edu.au)

## Other matters

Occupational Health & Safety:

[http://www.ohs.unsw.edu.au/ohs\\_students/index.html](http://www.ohs.unsw.edu.au/ohs_students/index.html)

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0>

## Course schedule

The course will run from 9am-5pm for four days in Room 309, Level 3, Mathews Building.

	Topic	Presenter
<b>Day 1</b> <i>Monday 14 November: Maternal health</i>		
Session 1 9-10	Welcome and Introductions Course overview	Shanti Raman
Session 2 10-11.00	Maternal and neonatal interventions – assessing the evidence	Catherine Bateman-Steel
Session 3 11.15-12.30	Maternal mortality and morbidity in developing countries	Rajat Gyaneshwar
<i>Lunch 12.30-1.30 pm</i>		
Session 4 1.30-3.00	Allocation to groups, initial discussions about group workshop presentations	Shanti Raman, Alexandra Girdwood, Pushpa Nusair
Session 5 3.15-5.00	Key strategies for improving perinatal health	Catherine Bateman-Steel/ Rajat Gyaneshwar
<b>Day 2</b> <i>Tuesday 15 November: Gender, Sexual &amp; Reproductive health</i>		
Session 1 9-10	Case-based discussion of maternal and neonatal health	Rajanishwar Gyaneshwar
Session 2 10-11	Contraception/fertility regulation	Deborah Bateson
Session 3 11.15-12.30	STIs, including HIV in resource poor settings	Anna McNulty
<i>Lunch 12.30-1.30 pm</i>		
Session 4 1.30-3.00	Gender-based violence: Intimate partner violence in the context of pregnancy and childbirth	Joanne Spangaro
Session 5 3.15-5	Child abuse & neglect: A Global Perspective	Shanti Raman
<b>Day 3</b> <i>Wednesday 16 November: Child health</i>		
Session 1 9-10.30	Mortality in children under 5	John Eastwood
Session 2 10.45-12.30	Integrated management of childhood illnesses	John Eastwood
<i>Lunch 12.30-1.30pm</i>		
Session 3 1.30-3.00	Group work	Shanti Raman, Pushpa Nusair
Session 4 3.15-5	Under-nutrition in children	Shanti Raman
<b>Day 4</b> <i>Thursday 17 November: Population Intervention in Reproductive &amp; Child Health</i>		
Session 1 9-10.30	Revisiting the MDGs in maternal and child health: Where to Next?	John Hall
Session 2 10.45-11.45	Practical strategies to reduce MDGs: TBAs and community health workers	Sue England
Session 3 12.00-13.00	Role of UN and global agencies in Reproductive and Child Health	Prof Ian Howie
<i>Lunch 1-2pm</i>		
Session 4 2-5	Student presentations- 20 minutes per group	Shanti Raman, Ian Howie, Pushpa Nusair

## Readings and References

All of the resources cited are available either online through UNSW library or via the links provided. Asterixed resources are considered key texts for the subject and are included in the course pack.

### BACKGROUND

#### *The Millennium Development Goals*

- \*Bhutta, Zulfiqar A., Mickey Chopra, *et al* (2010) 'Countdown to 2015 decade report (2000–10): taking stock of maternal, newborn, and child survival' *Lancet* 375(9730): 2032–44 [http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1016/S0140-6736\(10\)60678-2](http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1016/S0140-6736(10)60678-2)
- The Partnership for Maternal, Newborn and Child Health- Millennium Development Goals. Available at: <http://www.who.int/pmnch/topics/mdgs/en/index.html>
- United Nations, 'The Millennium Development Goals Report 2010'. <http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf>
- United Nations Millennium Development Goals website. Available at: <http://www.un.org/millenniumgoals/>
- United Nations Millennium Project (2005) Who's got the power? Transforming health systems for women and children, Executive summary pp 1-17, available at <http://www.who.int/pmnch/topics/mdgs/millenniumproject2005/en/index.html>

### DAY 1

#### *Maternal and Neonatal Health*

- \*Campbell OMR, Graham W (2006) on behalf of the Lancet Maternal Survival Series Steering Group, 'Strategies for reducing maternal mortality: getting on with what works' *Lancet* 368(9543):1284-99 [http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1016/S0140-6736\(06\)69381-1](http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://dx.doi.org/10.1016/S0140-6736(06)69381-1)
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