

**College of Micronesia-FSM
Course Outline**

Course Title: Maternal and Child Health I

Department and No: CHS 231a

Course Description:

This is the first of two courses (Maternal and Child Health II is the second) that target the care, especially preventive and health promotion care, related to children and women of child-bearing age. This course is designed both for community health workers (CHWs) who will be working within the villages of the district centers as well as for health assistants (HAs) who are based in dispensaries in areas where there is no doctor.

Course Prepared By: Drs Durand and Lizuta

Campus: Yap

	Hours Per Week		No. of Week	=	Total Hours	=	Semester Credits
Lecture	<u> 5 </u>	x	<u> 16 </u>	=	<u> 80 </u>	=	<u> 5 </u>
Laboratory	<u> </u>	x	<u> </u>	=	<u> </u>	=	<u> </u>
Workshop	<u> </u>	x	<u> </u>	=	<u> </u>	=	<u> </u>

Total Semester Credits = 5

Purpose of Course:	Degree Requirement	<u> </u>
	Degree Elective	<u> </u>
	Certificate	<u> X </u>
	Other	<u> </u>

Prerequisite: 220a

Signature Chairperson, Curriculum Committee

Date

Signature, President, COM-FSM

Date

General Course Objectives: To develop the knowledge, skills and attitudes needed for CHWs to provide specific preventive care services (well child care, immunizations, recognition of conditions needing referral, school health interventions, and counseling for family planning, breastfeeding, infant weaning, prenatal and postpartum health). (Basic curative care for women and children is covered in CHS 240a- MCH II and CHS 251a- Health Problems in Children).

Specific Learning Objectives:

- ◆ Explain the 10 principles for health workers in the Code of Conduct of the International Red Cross as they apply both to disaster relief and community health (see Community Health. Wood, CH. AMREF, 2nd ed. Nairobi Kenya, 1997.)
 - ◆ Define confidentiality and explain why it is important for all health workers to preserve.
 - ◆ Demonstrate 3 techniques for establishing rapport with a patient.
 - ◆ Use illustrations and live model or manikin to identify [the major female and male pelvic structures](#) (including the penis, testes, spermatic cord, prostate gland, ovaries, fallopian tubes, uterus, vagina, vulva, placenta, umbilical cord, amniotic sac, anus, rectum, kidneys, ureters, urinary bladder and urethra) [and explain their functions.](#)
 - ◆ Describe stages of [the normal menstrual cycle](#), including the follicular phase, ovulation, the luteal phase and menstruation, and recognize when the menstrual pattern is abnormal
 - ◆ [Explain](#) the time course and anatomy of [fertilization and implantation](#)
 - ◆ Identify which important diseases are suggested by the presence of common symptoms in pregnant and non-pregnant women of reproductive age..
 - ◆ recognize indications for referral of patients with menstrual abnormalities
 - ◆ explain false, true and stages of labor
 - ◆ Identify safe traditional remedies for common disease symptoms
 - ◆ Identify situations when it is dangerous to delay or interrupt modern medical treatments for these diseases.
 - ◆ Recognize indications for referral of the prenatal patient.
 - ◆ counsel pregnant women correctly with regard to optimal nutrition.
 - ◆ describe the schedule of visits recommended in the WHO New Model Antenatal Care.
 - ◆ Advise mothers on the proper techniques for breastfeeding, including:
 - when to start
 - [establishing attachment of baby](#)
 - what is colostrums, and what good is it,
 - when to expect the “regular milk” to come in
 - how often to feed,
 - how to position the infant,
 - how to assure good latching on,
 - the importance of emptying the breasts throughout each day
 - ◆ Calculate infant and maternal mortality rates from raw data and explain what these indicators mean.
 - ◆ Explain the “ABC’s” of HIV/STD prevention to clients.
 - ◆ Describe signs, symptoms, and complications of gonorrhea, chlamydia, HIV, hepatitis B, HPV, and syphilis in males and females (per WHO Syndromic Management of STI guidelines).
 - ◆ Persuade a contact of a patient with an STI to seek testing and treatment
- (Community Health, Ch) [Family Planning.](#)

- ◆ Describe how soon after delivery it is possible for a woman to get pregnant again
- ◆ Explain what is the ideal spacing between births for the health of mother and infants
 - Explain how the following contraceptive methods work, and the advantages and disadvantages of each (including failure rates and side effects) and which are available in your setting: Condoms,
 - Abstinence
 - Rhythm,
 - Exclusive breast feeding
 - Oral contraceptive pills
 - Depo-Provera injection
 - IUD
 - Male and female sterilization
- ◆ Describe danger signs to report and follow-up needed for each type of contraception
- ◆ Explain and demonstrate correct use of condom for prevention of pregnancy and/or HIV/STIs.

(Community Health, Ch 9) **Childhood Vaccination**

- ◆ Define disease “immunity” and explain how vaccines work to prevent disease
- ◆ Explain why vaccines must be given according to a schedule and why some should be given at the time of birth while others should be given later and why some require multiple doses while others only a single dose.
- ◆ Describe the effects of the following vaccine-preventable diseases: TB, Hepatitis B, Polio, Measles, Mumps, Rubella, Diphtheria , Pertussis, Tetanus and Hemophilis B.
- ◆ List barriers to childhood immunization and how to overcome each one.
- ◆ Define the vaccine “cold chain” and explain why it is important
- ◆ Decide whether and which vaccines are indicated based on a child’s age, history or reactions to previous vaccines, current state of health, contraindications and vaccine record
- ◆ Decide whether and which vaccines are indicated based on a child’s age, history or reactions to previous vaccines, current state of health, contraindications and a vaccine program master list
- ◆ Select the correct route and site for each vaccine type.
- ◆ Correctly record vaccinations given on master list, patient’s chart, and “Road to Health” card.
- ◆ Counsel parents about how to care for the child post-vaccination and what side effects to look for with each vaccine type.

(Community Health, Ch 14) **Well Child Care**

- ◆ List the 4 functions of an MCH clinic
- ◆ Correctly perform each of the following tasks for a well child clinic:
 - Registration
 - Check developmental milestones based on age
 - Weigh child and plot weight on “Road to Health” chart
 - Determine whether development and growth are normal and select the correct actions if abnormal

- Examine child and advise parents about child's current growth, development and physical status
- Give standardized key health education messages based on child's age.
- Record findings correctly on child's clinic chart, MCH registry, and take-home "Road to Health" card.
- ◆ Explain the reasons and demonstrate the technique for each of the interventions that is a component of your State's school health program.
- ◆ Explain why lead poisoning is a problem in Micronesia and what can be done to protect children from it.

Course Contents:

- Family Planning
- Prenatal, Labor and Postpartum Care
- Breastfeeding support
- Complications of labor and delivery
- Menstruation and its abnormalities
- Sexually transmitted infections
- Well Child care
- Anatomy and Physiology

Textbooks:

STD Case Management: The Syndromic Approach for Primary Health Care Settings. Participant's Version. WHO Regional Office for the W. Pacific. Manila 1997.

(Available at: <http://www.wpro.who.int/NR/rdonlyres/73F8E5F9-BFEA-4895-AAF8-3079AD4F104F/0/ParticipantsVersion.pdf> ;

Facilitator's version available at: <http://www.wpro.who.int/NR/rdonlyres/2E4A6567-7F1F-484F-8C5D-A1DE3AF4C050/0/FacilitatorsVersion.pdf>)

WHO Antenatal Care Randomized Trial: Manual for the Implementation of the New Model. UNDP/UNFPA/WHO/World Bank Special Programme of Research, Development and Research Training in Human Reproduction. Dept of Reproductive Health and Research, Family and Community Health, World Health Organization, Geneva, 2002.

(Available at http://whqlibdoc.who.int/hq/2001/WHO_RHR_01.30.pdf)

Community Health (2nd ed.). Wood, CH. African Medical and Research Foundation, Nairobi, Kenya, 1997 [ISBN: 9966-874-14-3]

Required Course Materials:

Chalkboard, LED Projector and computer

Methods of Instruction:

Lectures, group discussion, role play, and case study

Methods of Evaluation:

Examinations and graded demonstrations of skills. Assessment of student counseling skills by testing comprehension of lay people who have been counseled about a topic by student.

Attendance Policy: Per standard COM-FSM policy. Students will be advised of this on the first day of class.