

MASTER OF ARTS IN MATERNAL-CHILD HEALTH SYSTEMS

2018 – 2019

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Program Summary

The Master of Arts in Maternal-Child Health Systems is an accredited, stand-alone degree program offered primarily online, with two short residencies of 2-3 days at Bastyr’s Kenmore, Washington, campus. This program takes four quarters (one year) to complete.

Prerequisites

- Applicants should have a bachelor’s degree or equivalent number of credits (180 quarter credits) from an accredited university with a GPA of 3.0 or higher. Exceptional applicants without a bachelor’s degree will be considered on a case-by-case basis.
- Applicants must also have appropriate training (with appropriate certification when available) and documentation of a minimum of two (2) full-time years of practical experience as a midwife, doula, childbirth educator or lactation specialist. Other credentialed MCH professionals such as perinatal nurses, public health specialists, social workers, health care financial experts, psychologists and physicians seeking leadership training consistent with humanistic, rights-based maternal-infant care will also be eligible. Admitted students must have access to a laptop computer with high speed internet, a webcam and a headset.

Course Prerequisites

(with grades of 3.0 or higher in each course) include:

- A basic statistics or biostatistics course within the past five years
- English composition and writing
- A public speaking course or equivalent academic or professional experience with public speaking, as determined by the University’s admissions process

Year I

Cat. No.	Course Title	SUMMER QUARTER	Credits
	On-Site Orientation.....		0
MW6120	Professional Focus A: Power & Privilege.....		2
MW6125	Research Design, Evaluation & Application 1.....		6
MW6121	Professional Focus B: Utilizing Health Data.....		2
MW6128	Independent Project 1: Ideas & Context Review.....		1
			Total 11

Cat. No.	Course Title	FALL QUARTER	Credits
MW6126	Research Design, Evaluation & Application 2.....		3
MW6133	Maternal-Child Health Systems.....		4
MW6122	Professional Focus C: Systems & Models for MCH.....		2
MW6129	Independent Project 2: Proposal & IRB Application....		3
			Total 12

Cat. No.	Course Title	WINTER QUARTER	Credits
MW6127	Research Design, Evaluation & Application 3.....		2
MW6139	Advocacy for MCH Policies and Practices.....		4
MW6123	Professional Focus D: Integrating Culture & Justice.....		2
MW6130	Independent Project 3: Implementation.....		4
			Total 12

Cat. No.	Course Title	SPRING QUARTER	Credits
MW6135	Management Principles for Innovation.....		4
MW6124	Professional Focus E: Leadership in MCH.....		2
MW6131	Indep. Project 4: Finish Implement. & Analysis.....		4
MW9510	Professional Focus F: Global MCH (elective).....		1
MW9511	Professional Focus G: Public Health Emergencies (elective).....		1
			Total 10-12

Total Requirements

Total Core Course Credits.....	45
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The curriculum is organized into three different sections that use different learning techniques. As a unifying consideration, all of the courses examine theory and practical application through the social justice lens. Overall, the curriculum considers the systematic inequity of the current maternal-child health systems, particularly in the U.S., and aims to give program graduates the tools to design more equitable alternatives.

CORE DIDACTIC COURSES

[23 credits over 4 quarters]

In the first section, students learn through reading required texts and articles, conducting online searches for additional relevant sources, writing thesis-driven essays and literature reviews that demonstrate critical thinking and synthesis, completing other assignments, and participating in online discussion forums with faculty and other students.

Research Design, Evaluation and Application in Maternal Child Health (MCH) Systems

[11 credits]

This integrated series of courses introduces students to the principles and methods of both quantitative and qualitative research designs.

Part 1 includes research designs, epidemiological data, basic applied biostatistics, intro to bioethics.

Part 2 includes research and data critiques; “gray literature”; literature syntheses and reviews.

Part 3 includes social justice lens: ethics analyses; research dissemination; research utilization.

Maternal-Child Health Systems [4 credits]

Coordinates with Professional Focus C course

This course considers the development of maternal-child health care delivery systems in North America (Canada, U.S. and Mexico). Social and historical contexts are examined, including policy development, regulatory frameworks, financing and education/professionalization of health care practitioners.

Advocacy for MCH Policies and Practices

[4 credits]

The course offers the student an exploration of the major pedagogies of adult education, discussion of the ways leaders can communicate health information successfully to different groups of stakeholders, as well as an introduction to the theories and strategies for evaluating the effectiveness of one’s efforts. Students compare and contrast approaches relevant to collaborating with and educating clients and their families, communities, professional colleagues, students/apprentices, and organizations relevant to health care and support during the childbearing and lactation years. This course Coordinates with Professional Focus D

Management Principles for Innovation in Maternal-Child Health Systems [4 credits]

Coordinates with Professional Focus E course

An examination of the meaning of leadership and the characteristics of effective leaders in a variety of settings is the focus of this course.

PROFESSIONAL FOCUS SERIES

[10 credits over 4 quarters]

The second section encompasses courses where students concurrently apply the content from the core courses to their own settings and communities. Students will integrate theoretical learning with real-life situations in order to gain experiential understanding and new perspectives.

Professional Focus A – Power & Privilege: Strategies to Achieve Social Justice. [2 credits]

This course provides a foundation for students to understand power and privilege in personal, professional, institutional and societal systems.

Professional Focus B – Utilizing Health Data to Identify Successes and Challenges in Maternal Child Health [2 credits]

Taken concurrently with the first quarter of the Research Design, Evaluation and Application 1, students in this course use the concepts in the core course to inform their own investigation and critical evaluation of health indicators, metrics and outcomes relevant in their own localities.

Professional Focus C – Programs and Models for Maternal-Child Healthcare [2 credits]

Students examine the evolution of existing MCH systems in their local communities and states or provinces. Taken concurrently with Maternal Child Health Systems, each student applies concepts and information learned in this core course.

Professional Focus D – Integrating Culture and Social Justice in Maternal-Child Health [2 credits]

This course explores the complexities and relevance of heritage and culture to the rights and needs of health care consumers and the ability of health care systems to be responsive and collaborative. Students will investigate the extent and impact of health inequities, diverse perspectives and cultural safety in their own communities as they apply the concepts from the concurrent core course Adult Education, Communication and Learning Principles.

Professional Focus E – Leadership in Maternal-Child Health [2 credits]

Taken concurrently with Management Principles for Innovations in MCH Systems, students explore the concepts and principles from the core course by examining their own leadership characteristics, and by analyzing the efforts of an MCH leader who has been influential in their community.

INDEPENDENT PROJECT

[12 credits over 4 quarters]

The third portion of the curriculum consists of the master’s-level Independent Project, designed by the student with the assistance of an Advisory Committee and based on the student’s interest in research, education, organizational functioning or policy development. Students develop knowledge and skills culminating either in (1) a scholarly master’s research thesis, (2) a capstone project that translates research to practice or (3) an active internship experience within an organization.