

PubH 6606-online Children's Health: Issues, Policies & Programs Spring 2009

Credits:	2 credits
Meeting Days:	online
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Office Hours:	By Appointment

I. Course Description

In this course, we will consider selected child health conditions of children. Emphasis will be on children "at risk" with an examination of not only the health conditions but also the epidemiological implications problems. In addition, the focus will be on the broader issue of child health disparities and the social determinants that contribute to these disparities. We will explore how the public health research literature contributes to a greater understanding of childhood health disparities. The course will utilize a social policy perspective in the identification of problems, examinations of programs, and the creation of solutions.

You will be notified of your access to the course materials on the website through your University of Minnesota email account. Note. You will need to complete the orientation to online learning tutorial prior to obtaining access to course materials.

II. Course Prerequisites

None

III. Course Goals and Objectives

After completion of this course, students will be able to:

1. Define the major social determinants that impact and contribute to disparities in children's health,
2. Describe the major health conditions affecting children's overall health and well-being, and
3. Identify policies and programs that have been implemented to enhance the health of children and youth in society

*There are additional lesson specific objects listed in each lesson module

IV. Methods of Instruction and Work Expectations

The course website contains the syllabus, learning activities and assignments as well as links to other useful social and behavioral science sites. In addition, the website will provide an opportunity for students to ask and participate in discussion with the rest of the class and the instructor.

Assignments

5 point quiz at the end of each lesson	75 points
Abstract	0 points
3 papers each worth 25 points	75 points
<u>Total</u>	<u>150 points</u>

Students will choose one child health topic to write about in the written assignments. The student will then explore in each paper the implication of the 3 social determinants of health focused on in the course lessons.

Paper 1-Poverty and Family Income

Paper 2-Race and/or Ethnicity

Paper 3-Health Insurance Coverage

Additional details on the assignments can be found on the course website.

Course Expectations

The course schedule includes completion dates for lectures, learning activities, and written assignments. University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Deadlines

Due dates for all the learning activities and written assignments are posted on the course calendar on the website. If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with your instructor in advance of the actual due date to receive full credit for the assignment.

Questions about Course Material and Assignments

This course has an instructor and two TA's. Please do not hesitate to call or email us if you have questions. If you are available for an in-person meeting, please call or email us to set up an appointment to meet.

V. Course Text and Readings

1. Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2007*. Federal Interagency Forum on Child and Family Statistics, Washington, DC: U.S. Government Printing Office.
2. DeNavas-Walt, Carmen, Bernadette D. Proctor, and Jessica Smith, U.S. Census Bureau, Current Population Reports, P60-233, *Income, Poverty, and Health Insurance Coverage in the United States: 2006*, U.S. Government Printing Office, Washington, DC, 2007.
3. National Center for Health Statistics Health, United States, 2006 with Chart book on Trends in the Health of Americans, Hyattsville, MD: 2006
4. Hennepin County SHAPE Survey Child Health Briefings, 2007

VI. Course Outline/Weekly Schedule

CLASS SESSION	TOPICS AND READINGS
<p>Lesson 1 Week of January 20</p>	<p>Course Overview & Socio-demographics of Childhood</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • America's Children, pp. xiv-3 • US Health, pp. 16-21
<p>Lesson 2 Week of January 26</p>	<p>Poverty & Economic Security</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • America's Children, pp. 14-16 • Income & Poverty, pp. 11-17 • US Health, pp. 22-25 •
<p>Lesson 3 Week of February 2</p>	<p>Hunger & Food Security</p> <p>Readings: America's Children, pp. 17-19</p>
<p>Lesson 4 Week of February 9</p>	<p>Housing, Homelessness & Lead Poisoning</p> <p>Readings: America's Children, pp. 34</p>
<p>Lesson 5 Week of February 16</p>	<p>Overview of Infant Mortality & Critical Periods</p> <p>Readings:</p> <ul style="list-style-type: none"> • America's Children, pp. 59-61 • US Health, pp. 62-66
<p>Lesson 6 Week of February 23</p>	<p>Infant Mortality Prevention</p>
<p>Lesson 7 Week of March 3</p>	<p>Teratogens</p> <p>Readings:</p> <ul style="list-style-type: none"> • America's Children, pp. 33-34 • US Health, pp. 32-35
<p>Lesson 8 Week of March 9</p>	<p>Health Care Coverage</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • America's Children, pp. 23-24 • Income & Poverty, pp. 18-25 • U.S. Health, pp. 11-12 & 26-30 • SHAPE Health Insurance Briefing
<p>Week of March 16</p>	<p>Spring Break</p>
<p>Lesson 9 Week of March 23</p>	<p>Immunizations</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • America's Children, pp. 25

Lesson 10 Week of April 30	Childhood Obesity <i>Readings:</i> <ul style="list-style-type: none"> • America’s Children, pp. 64 • US Health, pp. 38-39 • SHAPE Diet/ Nutrition & Physical Activity Briefings
Lesson 11 Week of April 6	Chronic Health Conditions <i>Readings:</i> <ul style="list-style-type: none"> • America’s Children, pp. 26 & 65 • US Health, pp. 40-41 & 50-51 • SHAPE Child Chronic Health Briefing
Lesson 12 Week of April 13	Injury Prevention <i>Readings:</i> <ul style="list-style-type: none"> • America’s Children, pp. 36-39 • US Health, pp. 66-67
Lesson 13 Week of April 20	Developmental Disabilities Readings:
Lesson 14 Week of April 27	Child Mental Health & Severe Emotional Disturbances Readings: <ul style="list-style-type: none"> • America’s Children, pp. 62 • US Health, pp. 44-45
Lesson 15 Week of May 4	Media & Children’s Health Readings:

VII. Evaluation and Grading

Final grade will be assessed on a 100-point scale and will be based on the following scale:

A	93-100%	B-	80-<83	D+	67-<70
A-	90-<93	C+	77-<80	D	63-<67
B+	87-<90	C	73-<77	D-	60-<63
B	83-<87	C-	70-<73	F	Below 60

The S/N option is available for this course. A grade of B- or better is required for an S.

Course Evaluations

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CourseEval. The system will send email notification to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.) the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extensions for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate and incomplete contract, students should go to: www.sph.umn.edu/grades

University of Minnesota Uniform Grading and Transcript Policy: A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Incomplete Contracts

An instructor can assign a grade of incomplete, "I," when, due to extraordinary circumstances the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the faculty member and signed by both the student and the instructor. For more information and to initiate an incomplete contract, student should go to www.sph.umn.edu/grades.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).