I. Course Description

Welcome to Foundations of MCH Leadership. The goals of the course are two-fold.

1. First, the course is designed to orient you to a maternal & child public health perspective for assessing and meeting the health needs of women, children, adolescents and families. We will examine historical and current principles, programs, policies, and practices related to these populations. Historically, MCH has focused on children and their mothers; however, today MCH emphasizes women’s health beyond their reproductive and parenting roles, and it also emphasizes families as the critical social context influencing children’s health and development.

2. Second, it is designed to promote MCH leadership through the integration of core MCH content, critical competencies and skill development.

II. Course Prerequisites

This course is designed specifically for MCH majors in their first year in the MPH program.

III. Course Objectives

Successful completion of this course will increase your ability to:

1. Demonstrate a basic understanding of the key principles & programs of maternal and child health in the U.S. today.

2. Assess the social, cultural, economic and political factors that contribute to disparities in the health status of MCH populations.

3. Become familiar with MCH databases.

4. Become familiar with the concepts of needs assessment and evaluation of MCH programs.
5. Discuss advocacy and effective public policy strategies for improving the health of MCH populations.
6. Examine the MCH Leadership Competencies and reflect on your own personal leadership style.

IV. Method of Instruction and Work Expectations

This course will be conducted in an active learning environment. Through discussion and reflection students will reflect on current MCH-related health needs and what it means to be a leader to effect change and improve the health and well-being of children, youth and families.

**Expected Effort:** University of Minnesota policy states that work expectations per credit hour is fixed at a ratio of 1:3 i.e., a single credit course assumes three hours of work per week including class attendance.

**Deadlines:** If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements should be made with me in advance of the actual due date to receive full credit for the assignment.

V. Course Text and Readings

2. Additional readings will be made available on the course web site in PDF format.
3. Web resource links are also provided at the course website for many of the topics.

VI. Course Outline/Weekly Schedule

| WEEK 1: INTRODUCTION TO COURSE AND FIELD OF MCH (SEPT 3 & 5) |
|-----------------|---------------------------------------------------------------|
| **Topics**      | Course overview and expectations                               |
|                 | Introduction to Title V, HRSA & MCHB                          |
|                 | Overview essential MCH services                               |
| **Readings**    | 1. Kotch—Forward, Introduction and Chapter 1                  |
|                 | 2. Understanding Title V                                      |
| **Web Link**    | Maternal and Child Health Bureau @ [http://mchb.hrsa.gov/](http://mchb.hrsa.gov/) |

| WEEK 2: SKILL DEVELOPMENT I—MCH HISTORICAL LEADERSHIP (SEPT 10 & 12) |
|---------------------|---------------------------------------------------------------------|
| **Topics**          | Brief history of MCH and its leaders                                |
| **Readings**        | 1. Kotch—Chapter 2                                                  |
| **Web Links**       | Explore the MCH History Timeline @ [http://mchb.hrsa.gov/timeline/](http://mchb.hrsa.gov/timeline/) and identify one MCH leader that stood out for you and use them as the basis for Paper 1. |
# WEEK 3: MCH CONTENT—THEORETICAL PERSPECTIVES (SEPT 17 & 19)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Theories for understanding MCH issues: Life course development and ecosystems</th>
</tr>
</thead>
</table>
| Readings | 1. Kotch—Chapter 4  
| Web Link | CDC’s ACE Study @ [http://www.cdc.gov/ace/about.htm](http://www.cdc.gov/ace/about.htm) |

# WEEK 4: MCH CONTENT—CHANGING FAMILIES & COMMUNITIES (SEPT 24 & 26)

| Topics | Demographic trends in family structure  
The politics of marriage |
|--------|--------------------------------------------------------------------------------|
| Readings | 1. Kotch, Chapter 3  
5. Lofquist D, Same Sex Couples Households, Census Bureau, September 2011 |

**Paper 1: MCH Historical Leadership Due: September 26**

# WEEK 5: SKILL DEVELOPMENT II—USING POPULATION HEALTH DATA (OCT 1 & 3)

| Topics | Surveillance  
Key issues in measuring determinants of health and health disparities  
Sources of health status data |
|--------|--------------------------------------------------------------------------------|
| Readings | 1. Kotch—Chapters 10 & 17  
2. From Data to Action-Using Surveillance to Promote Public Health with PRAMS (2002) |
Data Resource Center for Child and Adolescent Health @ [http://www.childhealthdata.org/content/Default.aspx](http://www.childhealthdata.org/content/Default.aspx) |
### WEEK 6: MCH CONTENT—WOMEN’S HEALTH (OCT 8 & 10)

**Topics**
- Historical, social, political, economic, and cultural factors affecting women’s health
- Vulnerabilities over the life cycle

**Readings**
1. Kotch--Chapter 11

**Web Link**
- Office on Women’s Health @ [http://www.womenshealth.gov/](http://www.womenshealth.gov/)

### WEEK 7: MCH CONTENT—REPRODUCTIVE, PERINATAL & INFANT HEALTH (OCT 15 & 17)

**Topics**
- Family planning and pre-conception care
- Low birthweight, prematurity, infant mortality
- MCH Nutrition

**Readings**
1. Kotch—Chapters 6 & 14

**Web Link**
- CDC website on reproductive health @ [http://www.cdc.gov/reproductivehealth/index.htm](http://www.cdc.gov/reproductivehealth/index.htm)

### WEEK 8: MCH CONTENT—HEALTH OF YOUNG CHILDREN (OCT 22 & 24)

**Topics**
- Early childhood education, immunizations, injuries & oral health

**Readings**
1. Kotch--Chapter 7 & 15

**Web Links**
- ChildStats Home site @ [http://www.childstats.gov/index.asp](http://www.childstats.gov/index.asp)
- Annie E. Casey Foundation’s KIDS Count @ [http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx](http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx)

**Paper 2: MCH Population Health Data Due: October 24**
### WEEK 9: SKILL DEVELOPMENT III—ASSESSMENT, PLANNING & EVALUATION (OCT 29 & 31)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Needs assessment, program implementation and evaluation</th>
</tr>
</thead>
</table>
| Readings | 1. Kotch—Chapters 18 & 19  

### WEEK 10: MCH CONTENT—HEALTH OF THE SCHOOL AGED CHILD (NOV 5 & 7)

| Topics | Nutrition and physical activity  
        | Children’s health insurance  
        | Mental health |
|--------|--------------------------------|-----------------|
| Readings | 1. Kotch—Chapter 8 |

### Week 11: MCH CONTENT—ADOLESCENT HEALTH (NOV 12 & 14)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Substance use, confidential care, injuries and violence</th>
</tr>
</thead>
</table>
| Readings | 1. Kotch—Chapter 9  
| Web Link | CDC-Youth Risk Behavior Surveillance System @ [http://www.cdc.gov/healthyyouth/yrbs/index.htm](http://www.cdc.gov/healthyyouth/yrbs/index.htm)  
          CDC-Adolescent and School Health Program Home Page @ [http://www.cdc.gov/healthyyouth/schoolhealth/index.htm](http://www.cdc.gov/healthyyouth/schoolhealth/index.htm) |

**Paper 3: MCH Program Planning Due: November 14**
### Week 12: Skill Development IV—Advocacy and Policy Development (Nov 19 & 21)

**Topics**
- Defining public policy and the role of advocacy
- Strategies for communicating MCH needs to relevant stakeholders & mobilizing community partnerships

**Readings**
1. Kotch—Chapter 20

**Web Link**
Children’s Defense Fund @ [http://www.childrensdefense.org/](http://www.childrensdefense.org/)

### Week 13: MCH Content—CSHCN (Nov 26)

**Topics**
- Definition and epidemiology of Children with Special Health Care Needs

**Readings**
1. Kotch—Chapter 12

Thanksgiving November 28th

### Week 14: MCH Content—Perspectives on Global Health (Dec. 3 & 5)

**Topic**
- Global health Indicators & the UN Millennium Development Goals

**Readings**
1. Kotch—Chapter 13 & 16

**Web Link**
UN Millennium Development Goals @ [http://www.who.int/topics/millennium_development_goals/en/](http://www.who.int/topics/millennium_development_goals/en/)

Paper 4: MCH Policy & Advocacy Due: December 5

### Week 15: MCH Content—Reflections on MCH Leadership (Dec. 10)

**Topics**
- MCH Leadership competencies

**Web Link**
MCH Leadership Competencies @ [http://leadership.mchtraining.net/](http://leadership.mchtraining.net/)
VII. Evaluation and Grading

4 Papers each worth 25 points (100% of final grade): Select a relevant MCH health problem you wish to explore in depth. At the Assignment Folder on the course website, you can view specific instructions for each paper as well as the due dates. Each involves writing a short paper (5-7 typed double-spaced pages). Webvista has a detailed discussion for the guidelines for each paper. A link to the University of Minnesota Uniform Grading and Transcript Policy can be found at onestop.umn.edu.

Course Evaluation
Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications 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 in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop 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 an 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 official 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. Extension 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 an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

VIII. Other Course Information and Policies

Grade Option Change: (if applicable): For full-semester courses, students may change their grade 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.

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 SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer. 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/](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/](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.

**Mental Health Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu)

**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 Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).