School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6630
Foundations of MCH Leadership
Fall 2015

Credits:	3
Meeting Days:	Tuesday & Thursday
Meeting Time:	11:15 -12:30
Meeting Place:	MoosT 1-435
Instructor:	Zobeida Bonilla, PhD, MPH
Office Address:	WBOB 332
Office Phone:	612-626-1733
Fax:	612-624-0315
E-mail:	zbonilla@umn.edu
Office Hours:	T and Th after class and by appointment

I.   Course Description

This course is designed to orient you to maternal and child public health. This will be accomplished through an examination of 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. This course is also designed to promote MCH Competency & Leadership through the integration of core MCH content and public health skill development.

Acknowledgments
The contents of PubH 6630 have been developed with the contributions of numerous instructors. Dr. Zobeida Bonilla, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors include Dr. Charles Oberg and Dr. Joan Patterson who had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

II.   Course Prerequisites

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

III. Course Goals and Objectives

1. Demonstrate a basic understanding of the key principles & programs of MCH in the U.S. today.
2. Be familiar with the legislative and historical basis of MCH programs in the U.S., and the core public health functions and essential services needed to ensure the health of MCH populations.
3. Understand and be able to apply both a human development-life course perspective and an ecosystems perspective to defining and addressing health problems of MCH populations.
4. Assess the social, cultural, economic and political factors that contribute to disparities in the health status of MCH populations.
5. Become familiar with the concepts of needs assessment and evaluation of MCH programs
6. Discuss advocacy and effective public policy strategies for improving the health of MCH populations.
7. Examine the MCH Leadership Competencies and reflect on your own personal leadership style

IV. Methods of Instruction and Work Expectations

This course will be conducted in an active learning environment. Through discussion and reflection students will examine 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.

V. Course Text and Readings

Kotch, Jonathan (2013). *Maternal and Child Health: Programs, Problems, and Policy in Public Health*. Jones & Bartlett Publishers, Inc.

Links to additional readings and resources will be available on the course Moodle site.

VI. Course Outline/Weekly Schedule

Week/Date	Topic	Key Points
Week 1 9/8 & 9/10	**Course overview and expectations Introduction to the course and to the field of MCH**	▪ Origins of MCH in the U.S. ▪ What is the scope of MCH? ▪ How do we understand the concept of health, especially child health? ▪ What contributes to health? ▪ Introduction to Title V, HRSA & MCHB ▪ Overview essential MCH services
Week 2 9/15 & 9/17	**History and Structure of MCH in the US** *Visit from Representative Chaska Department of Public Health*	▪ Where have we been? MCH legislative history and leaders ▪ Where are we now? Public health core functions, MCH essential services ▪ Where are we now? MCHB and Title V Information System ▪ Where do we need to go? National and state MCH goals/HP2010 ▪ How do we need to work? Systems of care and partnering with other agencies
Week 3 9/22 & 9/24	**Theoretical Perspectives** *Guest Speaker:* *Kathleen M. Thomas, Ph.D. Professor, Institute of Child Development*	▪ Ecosystems perspective ▪ Life course perspective
Week 4 9/29 & 10/1	**Changing Families & Communities**	▪ Demographic trends in family structure ▪ Politics of marriage, functions and functioning of families

Week 5 10/6 & 10/8	**Using Population Health Data**	▪ Surveillance ▪ Key Issues in measuring determinants of health and health disparities ▪ Sources of health status data
Week 6 10/13 & 10/15	**Women's Health**	▪ Historical, social, political, economic, and cultural factors affecting women's health ▪ Vulnerabilities over the life cycle
Week 7 10/20 & 10/22	**Reproductive, Perinatal & Infant Health** *Guest speaker 10/22:* *Susan Mason, PhD, MPH*	▪ Family planning and pre-conception care ▪ Low birth weight, prematurity, infant mortality ▪ MCH Nutrition
Week 8 10/27 & 10/29	**Health of Infants and Young Children**	▪ Early childhood education ▪ Immunizations ▪ Injuries ▪ Oral health
Week 9 11/3 & 11/5	**Assessment, Planning & Evaluation** *Guest speaker 11/5:* *Aida Miles, MCN Nutrition*	▪ Needs assessment ▪ Program implementation and evaluation
Week 10 11/10 & 11/12	**Health of the School Aged Children** *Guest speaker 11/12:* *Nicole Basta, PhD*	▪ Nutrition and physical activity ▪ Children's health insurance ▪ Mental Health
Week 11 11/17 & 11/19	**Adolescent Health**	▪ Substance use ▪ Confidential care ▪ Injuries and violence
Week 12 11/24	**Advocacy and Policy Development**	▪ Defining public policy and the role of advocacy ▪ Strategies for communicating MCH needs to relevant stakeholders & mobilizing community partnerships
Week 13 12/1 & 12/3	**Children and Youth with Special Health Care Needs**	▪ Definitions ▪ Epidemiology of Children with Special Health Care Needs
Week 14 12/8 & 12/10	**MCH & Global Health** *Guest speaker 12/18* *Rebecca Shafler, PhD*	▪ Global health indicators ▪ UN Millennium Development Goals
Week 15 12/15	**Reflections on MCH Leadership**	▪ MCH Leadership competencies ▪ Leadership profiles

VII. Evaluation and Grading

Class participation (50 points)
Leading class discussion
Participation in weekly discussion
Self-assessed

Application Assignments – due online by 11:55 PM CST (25 points each)
1. Theory: Mapping Context due 9/21
2. Data: Application of Needs Assessment Principles 10/19
3. Advocacy: Comparing Health Agendas due 11/2
4. Assessment and Indicators: State Health Assessment due 11/30

Online quizzes (50 pts)
2 online multiple choice quizzes of 25 questions each

Quiz 1: Week 6
Quiz 2: Week 12

Final Project – Group project
Development of best practices report for the city of Chaska to inform current work with the Latino community (100 pts)
1. MCH Leaders Profiles Presentations 12/9 – in class
2. Final reflection paper due online on 12/13 by 11:55 PM CST

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better*

Note: This course may not be taken for S/F grading.

For additional information, please refer to:

http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Deadlines & Late Work Policy: 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 the instructor in advance to the actual due date to receive full credit for the assignment. A minus 5% of the total will be applied to late work.

Course Evaluation
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.

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 (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 courses) 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 Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility, *for courses that involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services.   While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.