School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6606

Child Health: Issue, Programs, and Policies

Spring Term 2016

Credits:	2
Meeting Days:	Online (Content cycles on a weekly basis, Monday-Sunday)
Meeting Time:	Online
Meeting Place:	Online
Instructor:	Ellen W. Demerath, PhD
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Office Phone:	612-624-8231
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E-mail:	ewd@umn.edu
Office Hours:	By appointment

I. Course Description

This course will provide an introduction to the major causes of child morbidity and mortality in the United States and around the world, and current strategies for intervention. The course has two major conceptual foci. First, while child mortality has declined greatly over the past 50 years, profound _social and economic inequalities_ in child health remain; this course will examine their social determinants (including poverty, lack of education, place of residence, and various forms of discrimination). A second emphasis in the course is on a _developmental and lifecourse perspective_, highlighting that numerous environmental exposures (nutrition, pollutants, stress, parenting styles) have particularly large and lasting effects when those exposures occur at critical periods of development. Following the introduction of these concepts, the course will be structured around _phases of child development (fetal life, infancy, childhood, adolescence), and specific health conditions and environmental factors relevant to those phases_, including maternal tobacco and alcohol use during pregnancy, neonatal mortality, breastfeeding, child malnutrition and cognitive development, childhood cancer, autism and ADHD, early puberty, adolescent risk-taking behavior, and others. Students will learn to apply a developmental and lifecourse perspective to understanding child health, with the goal of reducing health inequalities.

II. Course Prerequisites

There are no prerequisites for this course; however, it is a graduate course designed for Maternal-Child Health MPH students. Other graduate degree students are welcome. Undergraduate and non-degree students must contact the Instructor to discuss suitability of the course prior to registration.

III. Course Goals and Objectives

At the end of this course, you will:

➢ Know the major causes of pediatric health and illness in the United States and in the world
➢ Communicate to a lay-audience relevant information on the social determinants of a particular child health issue
➢ Critically read and summarize current literature on the determinants of a child health issue of your choice.
➢ Have a deeper understanding of normal growth and development from conception through adulthood and see variation in health as the product of variation in developmental trajectories
➢ Use lifecourse epidemiology and lifecourse health concepts to formulate a plan for addressing a child health issue of your choice

IV. Methods of Instruction and Work Expectations

- The Moodle site contains learning activities (lectures, readings, links to other useful sites) and an opportunity for students to ask and participate in discussion with the rest of the class and the instructor. The Moodle site also includes completion dates for lectures, discussion contributions, and written assignments.
- Deadlines for assignments are listed in this syllabus and on the Moodle site. 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.
- Expected effort: The University's policy on work expectation is a ratio of 1:3 or that a single credit assumes three hours of work per week. The course has been designed with this expectation in mind (e.g., 6 hours per week of work). However, some weeks may require more time and other weeks less.
- Questions about Course Maternal and Assignments. Please do not hesitate to email the instructor if you questions. If you wish an in-person meeting, please email the instructor to set up an appointment.

V. Course Text and Readings

Required Textbook:

Kuo et al. *Child Health: A Population Perspective*. Oxford University Press, 2015. ISBN: 780199309375

Required Readings:

US DHHS (2015) *Child Health USA, 2014*.

WHO (2015) *Monitoring Inequality: An Essential Step for Achieving Health Equity*.

Berk and Meyers (2015) *Infants, Children, and Adolescents*, 8th Edition. ISBN:100134130146 (selected chapters available on Moodle)

US DHHS (2010) *Rethinking MCH: The Lifecourse Model as an Organizing Framework*. (Fine and Kotelchuk, authors).

Kuh et al. Lifecourse Epidemiology (Glossary). *J Epidemiol Community Health* 2003;57:778–783.

CDC (2013) Centers for Disease Control: Health Disparities and Inequalities Report, 2013. *Morbidity and Mortality Weekly Review*. Supplement / Vol. 62 / No. 3.

Additional readings to be determined for particular weeks.

VI. Course Outline/Weekly Schedule

Week	Lecture Title	Final Project Deadlines	Discussion Forum
	UNIT 1: Perspectives on Child Health		
January 19-24	**Course Overview: What is Child Health?**		
	Historical Perspectives on Childhood and Child Health Policy		Due Jan 25
January 25-31	**Child Health Indicators I: United States context**		
	Child Health Indicators II: Global context		
February 1-7	**Social/environmental Determinants of Child Health I**		
	Social/environmental Determinants of Child Health II		Due Feb 8
February 8-14	**Child Development I: Nature and Nurture**		
	Child Development II: Theoretical Perspectives		
February 15-21	**The Lifecourse Perspective on Child Health I**		
	The Lifecourse Perspective on Child Health II	Statement of Problem (Due Feb 21)	Due Feb 22
	UNIT 2: Early Life Exposures and Interventions		
February 22-28	**Prenatal Life I: Development**		
	Prenatal Life II: Effects of Teratogen and Chemical Exposures		
February 29-March 6	**Prenatal Life III: Effects of Alcohol and Tobacco Exposure**	Background to the Problem (Due Mar 6)	Due March 7
	Prenatal Life IV: Preterm Birth and Low Birth Weight		
March 7-13	**Infancy I: Development**		
	Infancy II: Parental Attachment		
March 14-20	**SPRING BREAK**		
March 21-27	**Infancy III: Breastfeeding and Nutrition**		
	Infancy IV: Immunizations, SIDS		Due Mar 28
March 28-April 3	**Early Childhood I: Development**	What Works in Addressing the Problem, Stakeholders (Due Apr 3)	
	Early Childhood II: Infectious Diseases		
April 4-10	**Early Childhood III: Toxic Stress; Adverse Childhood Experiences**		
	Early Childhood IV: Developmental Disorders		Due Apr 11
	UNIT 3: Promoting Health in School Age Children and Adolescents		
April 11-17	**School Age I: Development**		
	School Age II: Obesity and Nutrition		
April 18-24	**School Age III: Asthma and Oral Health**	Proposed Approach to the Problem (Apr 24)	
	School Age IV: Injuries and Child Maltreatment		
			Due Apr 25
April 25-May 1	**Adolescence I: Development**	Share Complete Final Project with Classmates, Provide Feedback by May 8	
	Adolescence II: Sleep, Judgement, and Injury		
May 2 - May 8	**Adolescence III: Mental Health**		
	Adolescence IV: Sexuality and Risk Taking		
May 9 - May 15	**Immigration/Migration and Child Health**	FINAL PROJECT DUE May 13	
	Integrating Social, Lifecourse, and Developmental Perspectives on Child Health		Due May 15

VII. Course Assessments

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1) Discussion Forum (40 points)

Approximately every two weeks, students are required to post an evidence-based response to a question covering the course readings and internet-based materials, and engage in thoughtful discussion with fellow students and the instructor. Posts should make at least one specific argument, reference the lectures, include citation of at least one of the assigned or recommended readings, or readings that you have found on your own to support that argument, and should be responsive to the other posts. Each of the 8 posts will be awarded up to 5 points.

2) Final Project (60 points)

Students will work on parts of their final project throughout the semester. In our textbook, *Child Health: A Population Perspective,* a number of examples of background, what works, stakeholders, and approach to the problem are found in Chapter 10. In the last few weeks of class, you will be paired with 1-2 other students to critically read and make suggestions on your project, and then will have time to revise before you submit for a final grade. Your grade for each part can increase by revising in response to instructor's and fellow students' comments. Thus, you will receive a process grade for each section, and will receive suggestions for improvement. If you revise accordingly prior to submitting your final, collated project at the end of the semester, you can obtain full credit.

   a. <u>Choose a topic</u>. Choose a child health condition/disease/risk factor/behavior that you will explore during the course (one paragraph, stating the condition/problem and summarizing one review article on the topic). The topic must have significant social/economic determinants and be one that can be addressed (through policy or other interventions) using a lifecourse perspective. (5 points).
   b. <u>Background</u>. Conduct a literature review that covers the prevalence, etiology, and significance of the child health condition you have chosen. Include information on the biological mechanisms involved in the condition, etiology (what causes the condition or health-related behavior), social and environmental determinants of the condition or behavior (including family/community/cultural determinants), income/race/ethnic/gender inequalities that exist for the condition or behavior, and relevant developmental aspects (maternal, prenatal, infant, childhood). Include at least 10 citations. (15 points).
   c. <u>What works</u>. Find at least two different strategies (interventions/policies) that have been evaluated and found to reduce the prevalence or progression of the condition (if adverse, such as asthma or obesity), or that have been used to increase the prevalence/adoption of the health behavior (if it is protective, such as breastfeeding or prenatal screening or education). Discuss the rationale for the different strategies and cite papers that have evaluated them. What gaps in knowledge still exist on what works for this child health condition? (15 points.)
   d. <u>Stakeholders</u>. Think about how you would intervene on the problem. What people and/or systems are involved (parents, caregivers, health care providers and health delivery systems, educational systems, legal system, federal or state child health insurance systems, state or local health departments and programs). (5 points).
   e. <u>Proposed Approach to the Problem</u>. What strategy would you propose as an intervention or policy change? Design an approach/strategy to improve the health condition, working with any number of the stakeholders listed above. (20 points)

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 do <u>not</u> 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. 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.*

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.

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