

School of Public Health

Syllabus and Course Information



PubH6655 - Sec 001

Principles and Programs in Maternal and Child Health

Summer 2015

Credits:	2
Meeting Days:	Online – 10 week summer session June 15 – August 21, 2015
Meeting Time:	Online (Moodle 2.6)
Meeting Place:	Online (Moodle 2.6)
Instructor:	Zobeida E. Bonilla, PhD, MPH
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Office Hours:	By appointment (in person, by phone, by Skype); send email to instructor to make arrangements and coordinate meeting

I. Course Description

This course provides a public health perspective for assessing and meeting the health needs of women, children, adolescents and families in the United States. Historical and current principles, programs, policies, and practices related to MCH populations are examined. Historically, the field of MCH has been concerned with the health of pregnant women and their children. Today MCH emphasizes not only children's health but also women's health beyond their reproductive and parenting roles and families as the critical social and cultural environment influencing children's health and development, and the well-being of all family members.

II. Course Prerequisites

This course is designed specifically for MCH majors enrolled in the online MPH program. Other students may be admitted with approval of the instructor.

III. Course Goals and Objectives

At the end of this course student will be able to:

1. Explain the principles of maternal and child public health programs in the U.S., the legislative and historical basis of these programs, and the core public health functions and essential services needed to ensure the health of MCH populations.

2. 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.
3. Describe the health status of MCH populations, including use of key indicators identified by the U.S. Public Health Service in *Healthy People 2020* and by the MCH Bureau.
4. Assess the biological, psychological, social, cultural, economic and political factors that affect the health status of MCH populations.
5. Describe and critically analyze past and existing public health programs and policies that have been used to address health needs of MCH populations.
6. Understand how the political/social context can undermine or facilitate application of social strategies for addressing MCH health needs.

IV. Methods of Instruction and Work Expectations

This course is conducted online with independent reading and assignment completion. The course is organized in 10 modules each containing weekly objectives, assignments, and expectations. The structure of the modules is as follow:

- **Lesson**
 - *Weekly video* – the instructor briefly introduces the topic of the week (45-90 seconds video)
 - *Overview* – provides a description of what will be covered each week
 - *Readings* – lists the readings and provides links to required readings for the week
 - *Lectures* – contains online lecture presentations and lecture notes
- **Learning activities**
 - *Assignments*
 - *Forum discussions*

Students are expected to engage actively in class discussion through the online forum where weekly readings will be discussed.

V. Course Text and Readings

Required:

Journal articles and other readings are provided for each module. You will have access to weekly readings through pdf files and links to articles at the course website.

Supplemental:

For a reference text you may consult the book by Kotch, Jonathan (2012). *Maternal and Child Health: Programs, Problems, and Policy in Public Health, 3rd Edition*. Jones & Bartlett Publishers, Inc. ISBN 0763731714.

VI. Course Outline/Weekly Schedule

Note: Depending on the track of the discussion I might modify the readings or provide additional readings and materials. You will be notified via email of any modifications (e.g. addition, alternate readings).

Week	Module Topic	Key points
1	Introduction to the Field of Maternal & Child Public Health	<ul style="list-style-type: none"> ▪ 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?
2	Theoretical Perspectives for Understanding the Health of MCH Populations	<ul style="list-style-type: none"> ▪ Ecosystems perspective ▪ Life course perspective

Week	Module Topic	Key points
3	History and Structure of MCH in U.S. Video by student no. 1 & 2	<ul style="list-style-type: none"> ▪ 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 ▪ How do we need to work? Systems of care and partnering with other agencies
4	Skills for MCH: Program Planning and Evaluation Videos by students 3 & 4	<ul style="list-style-type: none"> ▪ Needs assessment of health problems ▪ Health services needs assessment and prioritization ▪ Selection and development of interventions ▪ Setting objectives; programming and implementation ▪ Evaluation, monitoring and performance appraisal
5	Skills for MCH: Policy Development and Advocacy Videos by students 5 & 6	<ul style="list-style-type: none"> ▪ Community engagement and mobilizing partnerships; community-based participatory processes ▪ Welfare, TANF, public attitudes towards the poor ▪ MCH-related advocacy organizations ▪ Communicating MCH needs to relevant stakeholders
6	Newer Focus for MCH: Family Health and Global Health Videos by students 7 & 8	<ul style="list-style-type: none"> ▪ Demographic trends in family structure ▪ Politics of marriage, functions and functioning of families ▪ Introduction to MCH global health priorities
7	Family Planning and Reproductive Health Videos by student 9 & 10	<ul style="list-style-type: none"> ▪ Perinatal health statistics (MCHB performance indicators and PRAMS) ▪ Preconception and interconceptional care ▪ Title X family planning program ▪ Maternal behavior/exposures during pregnancy: nutrition, substance use, environmental exposures ▪ Birth outcomes: low birth weight, prematurity, neonatal mortality, birth defects ▪ Programs to promote healthy pregnancies and birth outcomes: Healthy Start as an example
8	Health of Infants and Young Children Videos by students 11 & 12	<ul style="list-style-type: none"> ▪ Physical and mental health screening programs, including EPSDT, developmental screening ▪ Ecological perspective on child risk exposure, including physical, social and built environments ▪ Injuries ▪ Oral health ▪ Nutrition issues – breastfeeding and WIC ▪ Child care and early childhood education policies and programs; Head Start ▪ Exemplary programs to promote healthy child development: Home visiting and Project STEEP
9	Health of Children and Youth with Special Health Care Needs (CYSHCN) Video by student 13	<ul style="list-style-type: none"> ▪ Epidemiology of special health needs – definitions and methods of determining, including national SLAITS survey of CYSHCN ▪ Early identification and intervention ▪ Principles of care for CYSHCN: family-centered, comprehensive, coordinated; Medical Home ▪ IDEA ▪ Transitions for CYSHCN
10	Health of School-Aged Children and	<ul style="list-style-type: none"> ▪ National population data related to child & adolescent health – National Survey of Child Health,

Week	Module Topic	Key points
	Adolescents	Youth
	FINAL PRESENTATIONS	<ul style="list-style-type: none"> ▪ Behavioral Risk Survey, MN Student Survey ▪ Access to health care services: Community Health Centers and SCHIP ▪ Child and adolescent obesity epidemic ▪ Risk taking behaviors in adolescence ▪ Child and adolescent mental health from a public health perspective ▪ CDC Coordinated School Health program ▪ Evidence-based prevention programs

WEEKLY READING SCHEDULE

Refer to Moodle course site for weekly readings.

WEEKLY FORUM

The purpose of the **Weekly Forum** is to engage students in active discussion about the weekly readings and relevant topics related to maternal and child health. Through the weekly postings we seek to recreate a seminar format. Active engagement in weekly discussions is expected. Forum discussions will be guided by key questions or case scenarios related to the readings. Refer to Moodle course site for weekly due dates.

- Forum 1:** Introduction to the Field of Maternal and Child Public Health
- Forum 2:** Theoretical Perspectives for Understanding Health of MCH Populations
- Forum 3:** History and Structure of MCH in the United States
- Forum 4:** The Affordable Care Act - Implications for MCH Populations
- Forum 5:** Skills for MCH: Policy Development and Advocacy
- Forum 6:** Newer Focus for MCH: Family Health
- Forum 7:** Family Planning & Reproductive Health
- Forum 8:** Health of Infants and Young Children
- Forum 9:** Health of Children and Youth with Special Health Care Needs
- Forum 10:** Health of School-Age Children and Adolescents (this forum will be dedicated to final presentations on this topic)

ASSIGNMENTS

Refer to assignments page on the Moodle site for instructions.

Assignment #1: Mapping Context: Application of Theoretical Approaches to Current MCH problems
Alternative assignment: ACA in your state – a fact sheet for MCH programs

Assignment #2: Health Status and Health Service Needs: Application of Needs Assessment Principles

Assignment #3: Promoting Family Health – the family as a unit of public policy

Group work:

Assignment #4: Health of Infants and Young Children – Title V case scenario

FINAL PROJECT

A 20-minute presentation discussing a topic of interest linked to school-aged children and/or adolescent health (topic for week 10) and a final reflection paper. Further instructions for the final presentation and reflection paper will be available on the Moodle course site by the second week.

VII. Evaluation and Grading

There are three components for evaluating your performance in this class for a **total of 200 points**. The chart below outlines the work expectations. Further instructions and additional information are provided below and on the Moodle course site.

Activity	Description	Points
Forum & Class participation Assignments	Weekly participation in class forum discussion on assigned readings; forum discussion are by key questions or case scenarios	5 points each
	4 application assignments	25 points each
Final project	3-part presentation discussing a topic of interest linked to school-aged children and/or adolescent health and final reflection paper	50 points

Final grades will be assigned as follow:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

Grading Criteria – <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

This course can only be taken A-F. Letter grades and associated points will be determined as follows, and will appear on your official transcript.

- A - achievement that is outstanding relative to the level necessary to meet course requirements.
- B – achievement that is significantly above the level necessary to meet course requirements.
- C - achievement that meets the course requirements in every respect.
- D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

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.

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. Disability Services (DS) 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 DS at 612-626-1333 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>.

Academic Freedom and Responsibility: for courses that do not 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".*