

School of Public Health

Syllabus and Course Information



PubH6655 - Sec 320

Principles and Programs in Maternal and Child Health

Summer 2018

Credits:	2
Meeting Days:	Online – 10 week summer session June 11 – August 17, 2018
Meeting Time:	Online
Meeting Place:	Online
Instructor:	Zobeida E. Bonilla, PhD, MPH
Office Address:	West Bank Office Bldg. 1300 S. Second Street # 332 Minneapolis, MN 55454-1015
Office Phone:	612-626-1733 (for texting)
Cell Phone:	612-986-9029
Fax:	612-625-2695
E-mail:	zbonilla@umn.edu
Office Hours:	By appointment (in person, by phone, by Skype); send email to instructor to make arrangements and coordinate meeting and meeting venue

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.

Acknowledgments

The contents of PubH 6655 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. Joan Patterson who had roles in either the conceptual development or actual content of the current course, and is acknowledged for her contributions.

II. Course Prerequisites

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

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 US. Public Health Service in *Healthy People 2020* and by the MCH Bureau.
4. Assess the 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.

MCH Competencies addressed in this course

There are 12 MCH Leadership competencies; this class covers some dimensions of #1, #4, #5, #7, #8, and #12. five of them throughout the course

Competency	Overview
1. MCH Knowledge Base/Context/SELF	MCH is a specialty area within the larger field of public health, distinguished by the promotion of the health and well-being of all women, children, adolescents, fathers, and families, especially in disadvantaged and vulnerable populations, and a life cycle approach to theory and practice.
4. Critical Thinking/SELF	Critical thinking is the ability to identify an issue, dilemma, or problem; frame it as a specific question; explore and evaluate information relevant to the question; and integrate the information into development of a resolution. An advanced manifestation of critical thinking is evidence-based practice – the conscientious, explicit, and judicious use of current best evidence about practice, the creation of policy, and the conduct of research.
5. Communication	Communication is the verbal, nonverbal, and written sharing of information. The communication process consists of a sender who encodes and presents the message and the receiver(s) who receives and decodes the message. Communication involves both the message (what is being said) and the delivery method (how the message is presented).
7. Cultural competency	Cultural competence is the knowledge, interpersonal skills, and behaviors that enable a system, organization, program, or individual to work effectively cross-culturally by understanding, appreciating, honoring, and respecting cultural differences and similarities within and between cultures. The acquisition of cultural competence is a dynamic, ongoing, developmental process that requires a long-term commitment and is achieved over time.
8. Family-centered care	Family-centered care ensures the health and well-being of children and their families through a respectful family-professional partnership that includes shared decisionmaking. It honors the strengths, cultures, traditions, and expertise that everyone brings to this relationship. Historically, in the field of MCH, the concept of family-centered care was developed within the community of parents, advocates and health professionals concerned for children and youth with special health care needs (CYSHCN).
12. Policy and advocacy	A policy is a decision designed to address a given problem or interrelated set of problems that affect a large number of people. Advocacy consists of activities carried out on behalf of policies or constituencies; its purpose is to influence outcomes that affect peoples' lives. MCH leaders need to possess policy and advocacy skills, because they often must defend and advocate for MCH resources in competitive economic and political environment.

IV. Methods of Instruction and Work Expectations

This course is conducted online with independent readings and completion of assignments. The course is organized in 10 modules. Each module contains a description of the weekly lesson, learning objectives, and lectures; links to readings; and a list of learning activities including assignments, forum discussions, and reading summaries. Students are expected to engage actively in class discussion through the online forum where readings will be discussed.

Technology requirements:

- Browser (Firefox, Safari)
- Computer with microphone, webcam
- Voice Thread (Note: *all UMN students have access to VoiceThread via Moodle*)
- Flash and Acrobat

V. Course Text and Readings

Required Texts

- Nazario, Sonia. (2007). *Enrique's Journey*. New York: Random House Trade Paperbacks. (Application of theoretical approaches and development of indicators to case study, due on 7/30/2017.)
- Fadiman, Anne. (1998) *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures* New York: Noonday Press. (Week 8 book discussion on Children and Youth with Special Health Care Needs.)

Readings

- Required readings are provided for each module. You will have access to weekly readings through a direct link to the library e-reserves.

Supplemental

- Links to supplemental materials or readings may be added throughout the course.
- For a reference textbook 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	Assignments & Activities
Lesson 1 June 11 - 17	Course Orientation and Introduction to the Field of Maternal and Child Public Health	<ul style="list-style-type: none"> ▪ Introduction to the course ▪ Origins of MCH in the U.S. ▪ What is the scope of MCH? ▪ How do we understand the concept of child health? 	<ul style="list-style-type: none"> ● Post an introduction to the Introductions Forum (due Wed 6/13) ● Complete Lesson 1 Discussion: Intro to the Field of Maternal and Child Public Health (initial post due Thurs 6/14, responses due Sun 6/17) ● Review all course assignments, especially the Final Project Part 1 and Part 2, for which you will use VoiceThread, an online presentation tool
Lesson 2 June 18 – 24	Theoretical Perspectives	<ul style="list-style-type: none"> ▪ Ecosystems perspective ▪ Life course perspective 	<ul style="list-style-type: none"> ● Complete Lesson 2 Discussion: Theories of MCH (initial post due Thurs 6/21, responses due Sun 6/24) ● Continue becoming familiar with VoiceThread
Lesson 3 June 25 - July 1	History and Structure of MCH in the United States	<ul style="list-style-type: none"> ▪ Where have we been?: Historical and legislative basis of MCH programs and policies in the U.S. ▪ Where are we now?: Public Health functions and MCH essential services 	<ul style="list-style-type: none"> ● Complete Lesson 3 Discussion: History and Structure of MCH (initial post due Thurs 6/28, responses due Sun 7/1) ● Reminder: Final Project Part 1 is due next week. This assignment uses VoiceThread.

Week	Module Topic	Key points	Assignments & Activities
		<ul style="list-style-type: none"> ▪ MCHB and Title V information system 	
Lesson 4 July 2 - 8	Program Planning and Evaluation	<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 	<ul style="list-style-type: none"> • Post the link to your VoiceThread presentation into the Final Project Part 1 Discussion Forum by Sun 7/8 and provide feedback on at least one of your classmates' presentations by Wed 7/11) • Complete the M&E Fundamentals Course and submit your certificate (due Sun 7/15)
Lesson 5 July 9 - 15	Policy Development and Advocacy	<ul style="list-style-type: none"> ▪ The importance of population data in MCH work Advocacy ▪ Collaboration: mobilizing community partnerships ▪ Policy Development 	<ul style="list-style-type: none"> • Complete Lesson 5 Discussion: Skills for MCH (initial post due Thurs 7/12, responses due Sun 7/15)
Lesson 6 July 16 - 22	Family Health	<ul style="list-style-type: none"> ▪ The changing American family ▪ Demographic trends in family structure ▪ Functions of family ▪ What about marriage? 	<ul style="list-style-type: none"> • Complete Lesson 6 Debate: A Debate on Family Health (initial post due Thurs 7/19, responses due Sun 7/22). <i>Note: Your instructor will assign you to take a stand either in favor of the issue or against the issue.</i> • Reminder: You will need to read the book <i>Enrique's Journey</i> for next week's assignment.
Lesson 7 July 23 - 29	Health of Infants and Young Children	<ul style="list-style-type: none"> ▪ Monitoring child health and well-being ▪ Early childhood screening ▪ Child maltreatment ▪ Maternal, infant, and child health ▪ Leading health indicators 	<ul style="list-style-type: none"> • Complete Lesson 7 Discussion: Health of Infants and Young Children (initial post due Thurs 7/26, responses due Sun 7/29) • Complete the Case Study with book <i>Enrique's Journey: Indicators of Child Health Application Assignment</i> (due Sun 7/29) • Reminder: Read the book <i>The Spirit Catches You and You Fall Down</i> for next week's discussion forum.
Lesson 8 July 30 - August 5	Children and Youth with Special Health Care Needs	<ul style="list-style-type: none"> ▪ Epidemiology ▪ Title V and CYSHCN ▪ Early identification and intervention ▪ Medical Home ▪ Transitions for CYSHCN 	<ul style="list-style-type: none"> • Complete Lesson 8 Book Discussion: <i>The Spirit Catches You and You Fall Down</i> (initial posts due Thurs 8/2, responses due Sun 8/5)
Lesson 9 August 6 - 12	Family Planning and Reproductive Health	<ul style="list-style-type: none"> ▪ Family planning, maternal health ▪ Title X ▪ Reproductive health 	<ul style="list-style-type: none"> • Finish your VoiceThread presentation and post the link in next week's Final Project Forum by Sun 8/12
Lesson 10 August 13 - 17	Health of School-Aged Children and Adolescents	<ul style="list-style-type: none"> ▪ Final Presentations using VoiceThread ▪ Student presentations on the health of school-aged children and adolescents 	<ul style="list-style-type: none"> • A link to your VoiceThread presentation should have been posted to the Final VoiceThread Presentations forum already (it was due Sun 8/12) • Respond to at least one other classmates' presentation (due Fri 8/17)

WEEKLY READING SCHEDULE

Refer to Moodle course site for weekly readings.

VII. Evaluation and Grading

There are four types of activities for evaluating your performance in this class for a **total of 200 points**. The chart below outlines these activities. Further instructions and additional information are provided on the Moodle course site.

Activity	Description	Points
1) Weekly assignments	<ul style="list-style-type: none"> Participation in class forum discussions on assigned weeks: 1, 2, 3, 5, 6, & 7 (5 points each= 30 points) Completion of Monitoring & Evaluation (M&E) Fundamentals brief online course (~2 hrs.) and submit certificate of completion (10 points) Book discussion week 8 (10 points) 	50 points
2) Final Project Part 1	<ul style="list-style-type: none"> 5-minute presentation using VoiceThread on the topic you select for your Final Project. 	25 points
3) Case study	<ul style="list-style-type: none"> Case study based on the book Enrique's Journey – indicators on child health 	50 points
4) Final Project Part 2	<ul style="list-style-type: none"> 10-12 minute presentation using VoiceThread: 3-part application assignment discussing a topic of interest linked to school-age children and/or adolescent health 	75 points
TOTAL		200 points

Forum discussions

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

Monitoring & Evaluation (M&E) certificate: Complete the [M & E 101 \(monitoring and evaluation 101\) certificate](#) offered through the [Global Health E-Learning Center](#) (MEASURE Evaluation contributed to this program). Please submit the pdf of your certificate of completion via the assignment link located under week 4. Refer to the Moodle course site for further information.

Book discussion: Read the book *The Spirit Catches You and You Fall Down* for the discussion on the MCH Bureau core outcomes for CYSHCN. Refer to the Moodle course site for further information.

Case study: Health of Infants and Young Children Case Study– Application of Theoretical Approaches and Development of Indicators -- *Note: we will use Enrique's Journey by Sonia Nazario for this assignment*

- Application assignment employing the principles and concepts learned thorough readings, lectures, and class discussions to complete the assignment. Refer to the course Moodle site for further instructions.

Assignments that Require VoiceThread

VoiceThread is web-based tool (accessed through Moodle at the U) used to create online presentations that can include a variety of media such as PowerPoint slides, audio narration, images, video from your webcam, etc. You can share a link to your presentations with others. Detailed instructions can be found on the Moodle site.

VoiceThread will be used for two assignments in this course. Refer to the course Moodle site for detailed instructions.

- Final Project Part 1:** A 5 minute presentation that includes a brief overview of the health need/problem that you would like to explore, the current status of the health need/problem, and why this issue is of interest to you.
- Final Project Part 2:** A 10–12 minute final presentation discussing a topic of interest linked to school-age children and/or adolescent health (topic for week 10).

You will create a VoiceThread presentation, copy the link to it, and then paste the link into a discussion forum on the Moodle site (that's how you'll share it with your classmates). To use VoiceThread you'll need a computer with a microphone or an iOS device with the VoiceThread App. All of the instructions you need are in the VoiceThread Instruction Guide provided on the Moodle site. It's recommended that you get up to speed with VoiceThread as soon as possible.

Late work policy

Note that 1point per week that your work is late will be deducted from your score.

Final grades will be assigned as follows:

Highest	Lowest	Letter
100.00 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D
59.99 %	0.00 %	F

Grading Criteria

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/courseeval. 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."

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".*