

Georgia Southern University

## Digital Commons@Georgia Southern

---

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

---

Spring 2015

### PUBH 4230 A - Maternal and Child Health

Val Malika Reagon

*Georgia Southern University, Jiann-Ping Hsu College of Public Health*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

---

#### Recommended Citation

Reagon, Val Malika, "PUBH 4230 A - Maternal and Child Health" (2015). *Public Health Syllabi*. 8.  
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/8>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 4230 A Maternal and Child Health  
Spring 2015

<b>Instructor:</b>	Val Malika Reagon, MLA, MPH
<b>Email:</b>	<a href="mailto:vr00565@georgiasouthern.edu">vr00565@georgiasouthern.edu</a> (Google talk)
<b>Class location:</b>	Education Building 1130
<b>Class meeting time:</b>	Tuesday and Thursday 3:30-4:45 p.m.
<b>Office hours:</b>	By appointment only for in-person Google talk any time (response may be delayed)

### *Catalog Description*

---

This course will review the historical and contemporary maternal and child health trends and issues. The application of health behavior and education theories to understanding the health status of women and their children will be central to the course. Emphasis is on promotion and education efforts designed to improve the health, well-being, and quality of life for women and children globally.

### *Course Readings*

---

#### Required Textbooks

- x Maternal and Child Health, Programs, Problems, and Policy in Public Health, Third Edition, Jonathan B. Kotch, MD, MPH, FAAP, Details: ISBN-13: 9781449611590
- x Mandela's Children, Barbarin, Oscar A.; Richter, Linda M., ISBN 10: 0415924693, ISBN 13: 9780415924696
- x Additional required readings will be posted on Folio

### *Teaching Strategies*

---

This is a discussion-based course that requires critical thinking about maternal and child health and the role public health has in addressing them. Students are expected to come to class prepared by doing all of the required reading ahead of time to engage in meaningful dialogue during class time. The class periods will involve a mixture of lecture, discussion, student presentations, and case studies.

### *Student Learning Objectives*

---

At the completion of this course, the student will be able to:

1. Describe the history and organization of MCH programming in the U.S., including policies, legislative mandates, and federal, state, and local infrastructure for delivering services for the MCH population such as Title V-MCH Program, Title X- Family Planning Program, Title XIX-Medicaid, Patient Protection and Affordable Care Act, and others.
2. Identify the bio-psycho-socio-politico- , historical and cultural dimensions that influence maternal and child health from a global perspective.
3. Identify the commonalities of programs, policies, and practices of public health that influence maternal and child health.
4. Describe the requisite elements of a life course perspective for maternal and child public health.
5. Using the conceptual framework of the life course, demonstrate a basic understanding of maternal, child health, and health delivery, and changing patterns in maternal and child morbidity.

6. Explore barriers to accessing health care and services in developed and developing settings and their impact on maternal and child health.
7. Within a social ecological framework, develop critical thinking abilities and apply them to health promotion and planning of an effective MCH intervention program within the social ecological framework.
8. Demonstrate culturally appropriate, creative, and innovative solutions to address specific maternal and child health problems through the public health imagineer portfolio project.

### ***COURSE POLICIES, PROCEDURES, AND REQUIREMENTS***

---

Since teaching and learning are dynamic processes, we may modify the course syllabus, course content, students' performance, performance, and course policy, as required by either good judgment or circumstances. As much as possible, changes will be made with student input. Any changes will be announced via Folio.

#### **The Course Community**

Social psychology has taught us that we are social beings, and thus, learn socially. Accordingly, this course is designed with three levels of dialogue: student with resources, student with student, and student with faculty. Thoughtful and timely use of all three creates our course community, which will support our success in learning this term.

***Student-with-resources:*** Students are asked to use a variety of online resources for this class. Faculty will provide lectures, slides, videos, articles, and other viewable and/or downloadable resources. Students are expected to equip themselves appropriately in order to use these resources, including having capabilities to listen to and watch videos and participate in online video discussions. Failure to access materials due to technological complications, regardless of student location or situation, does not constitute an excuse for late, insufficient, or missing work. Students are expected to utilize course resources fully, and in a timely manner, in accordance with the syllabus.

***Student-with-student:*** The discussion forums through Folio are a faculty viewed space for student discussion. Students are encouraged to interact regularly in this space. Faculty and students are asked to introduce themselves in this space within the first week in order to learn more about each other. If you tweet or keep a blog about a public health issue, or have read something you feel is relevant to class, you are encouraged to share links and discuss them in class. Students are expected to be thoughtful and generous in your bringing these experiences to the online and in-class community through the discussion forum.

***Student-with-faculty:*** Students are encouraged to contact the course instructor with questions. Instructor will make every effort to answer questions within 24-48 hours.

#### ***Attendance Policy:***

---

Attendance on the first day of class is **mandatory** per University policy. You will be dropped from the class if you do not attend. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Since this is a discussion-based class with assignments based on class discussion, it is imperative that you attend all classes. Please inform the instructor via e-mail if you will be absent for **two or more consecutive classes**. In the event of an emergency that prohibits you from attending multiple classes, please e-mail the instructor and contact the Dean of Students for assistance. The Dean of Students Office advocates for students and serves as a liaison between students, faculty, and staff.

#### ***Expectations:***

---

This course will involve the completion of multiple oral, written, and technology based assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important for a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and are appropriate for senior undergraduate level work.

In addition, proper citation and quotation of references in writing is critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by American Psychological Association (APA) citation standards will result in a failing grade on assignments.

If you have questions about APA citation, please seek assistance from a reference librarian, the internet, or another source. If you would like assistance in developing your writing skills, the University Writing Center (912-871-1413) is an excellent resource.

### ***Plagiarism:***

---

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- a) Directly quoting the words of others without using quotation marks or indented format to identify them.
- b) Using published or unpublished sources of information without identifying them.
- c) Paraphrasing material or ideas without identifying the source.
- d) Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH instructor, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### **PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

#### *First Offense - In Violation Plea*

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### *First Offense - Not In Violation Plea (student does not admit the violation)*

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a) a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b) b. The student will be subject to any academic sanctions imposed by the professor.

#### *Second Violation of Academic Dishonesty*

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a) a. Suspension for a minimum of one semester or expulsion.

- b) b. The student will be subject to any academic sanctions imposed by the professor.

### ***NOT RESPONSIBLE FINDING***

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that a faculty member other than the individual who brought the charge evaluates the work and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### ***Academic Integrity:***

---

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional. Students toward faculty members, guest lecturers, administrative support staff, and fellow students should show courtesy, honesty, and respect. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions, and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the GSU Student Conduct Code and the Undergraduate & Graduate Catalog. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. Copyright law protects the syllabus and all materials presented and/or distributed during this course. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Indicate reference sources clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, are a violation of the standard of academic conduct.

### ***Academic Handbook:***

---

Please abide by the Academic Handbook <http://students.georgiasouthern.edu/sta/guide/07GuideWeb.pdf>. Failure to comply with any part of the Handbook may be a violation and result in an "F" in the course and/or referral for disciplinary action.

### ***University Calendar:***

---

The University Calendar is at <http://em.georgiasouthern.edu/registrar/resources/calendars/>.

### ***Student Performance Indicators***

---

#### ***Twitter Health Promotion and Engagement (20%)***

Students will have to establish a professional twitter handle. The handle does not have to contain a picture of the student but it must contain a picture that is appropriate for a public health professional. The student must create a professional bio that fits within the character limits of the bio field. The bio should not contain any personal contact information or any other personal information. It is the student's discretion to set the security levels they feel comfortable with. If the student is unfamiliar with twitter, they should Google videos to familiarize themselves prior to setting up an account or seek assistance from fellow students. If a student

feels uncomfortable with engaging in an online platform, they may submit a written appeal to the instructor suggesting an alternative method to complete this part of the course.

Once a twitter handle is established, they must follow all classmates, the instructor, MCH and public health related organizations the instructor follows, 5 domestic and 5 international MCH organizations of their choosing, as well as 10 professionals within the field. They demonstrate they are following individuals and organizations by “mentioning” the individual in a tweet and stating “now following.” The student must engage in one MCH related hashtag (#) discussion each month.

The most important components of this section are the *Twitter Reading Reflections*, *Meme Creation*, and *hashtag suggestions*.

*Twitter Reflections:* Students are required on a weekly basis to tweet a synthesized recap of interesting and health education worthy points that should be shared with the larger public. What is shared is up to the student’s discretion. The student will be evaluated on synthesis, grammar, professionalism, and ability to pull out key points from the reading. A maximum of 5 original tweets are allowed to convey message. The 5 do not include replying to mentions or engaging in thought provoking dialogue with the twitter community.

*Meme Creation:* Students are required to create 10 MCH health promotion related memes. Examples will be provided during class lectures. Memes will be evaluated on creativity, appropriate messaging to the target community, and originality. The student is required to tweet the meme with a description of the target audience as well as e-mail it to the professor. 5 memes are required before mid-term and 5 prior to the final week of classes.

*Hashtag (#) Creation:* For 10 weekly themes of the students’ choosing, you will create a hashtag for classmates to use for the weekly twitter reflections. The hashtag should be interesting and engaging. It does not have to be the theme of the weekly lecture. It can be a catchphrase or a call to action (i.e. #bringbackourgirls, blacklivesmatter, maternalmonday, birthgenius). Hashtags are a way to engage the social media community in your discussion, expand your network, and explore different perspectives. Many public health practitioners spend time observing and engaging members of the community through qualitative methods in order to develop appropriate health education and promotion programs. All hashtag submissions must be posted on the Folio discussion board by midnight Saturday of the lecture week. The instructor will choose one or more hashtags to be used for that week’s reflections or discussions. The notification of the chosen hashtag will occur via twitter by midnight on Sunday.

#### ***Twitter Reflection Paper (5%) (submit via dropbox on Folio)***

This reflection paper is an overall synthesis of your experience with using twitter as an educational tool for the class, a public health education and promotion tool, and how you feel that engaging in this type of social media based reflection will be helpful in your career. The paper must include an explanation of what you gained from this experience, the conversations you found most interesting, description of any networking activities you engaged in, new professional contacts made, any scholarships, fellowships, job opportunities you applied for as a result of being a part of the public health community on Twitter, and what you did not like about using Twitter (if any) to communicate your thoughts. This reflection should address all aspects described here in a concise manner. The maximum page limit is 4 pages.

#### ***Pop Quizzes (10%)***

Twelve pop quizzes will occur throughout the semester either at the beginning or end of class sessions. The quizzes are a tool to reinforce important concepts covered in the course. Quizzes will be administered in class using iClickers. The quizzes are multiple choice and will cover class discussions, readings, and twitter discussions. The 2 lowest quiz grades will be dropped.

#### ***Public Health Imagineer Project (50%) (can be completed in pairs or independently) (Submit via dropbox on Folio)***

Students will be required to review Dr. Joyce Gaufin’s speech from the 2014 APHA Presidential Address. Students will choose a problem that focuses on the health of mothers and children (can include

fathers as well) of socially vulnerable populations. Students will choose a target demographic group, geographic location (domestic or global), and a relevant MCH problem that the target group faces. After identifying the problem, they will be required to present a creative and highly imaginative solution to solving the problem. This component contains two written papers and a presentation.

*Paper 1 (20%)* – students can turn in papers from 2/2/2015 – 2/7/2015 11:59 p.m.

This paper must be an evidence based (peer reviewed journal articles, books) description of the problem you want to address. APA formatting and citation is required.

Be sure to include in your paper the following:

- x Identification of the target audience including geographic region,
- x the problem you want to address,
- x why you want to address this problem with this particular target group,
- x what interventions, programs, and solutions already exist to address this problem,
- x what is lacking in these existing approaches to solve the problem,
- x what are the cultural components that you need to be aware of with this particular population,
- x what are the societal and/or political factors that influence your targeted population and contribute to the public health problem,
- x what stage of the life course are you targeting and why

*Paper 2 (20%) – Project Implementation and Imagineer Component (due anytime from 3/23/2015-3/28/2015 11:59 p.m.)*

This component requires the student to develop a creative solution to address the problem outlined in paper 1. The student must take into account and clearly identify the individual, interpersonal, community, and societal level influences in their solution. The student is expected to be creative, imaginative, and think outside the box in attempting to address the public health problem. Papers will be evaluated on originality, value, communication style, and applicability to the problem, target audience, and geographic location. The paper format is at the discretion of the student. It is expected that citations s if used, will be appropriately cited using APA format.

*Presentation (10%)*

The students will present their problem and solution to the class and invited guests. The presentation cannot exceed 8 minutes. For every minute over 8, a 1 point deduction will occur. The presentation should be creative (videos, role playing, drawings, blue prints, etc.) Examples from other students will be shown in class. Presentation dates will be assigned by instructor.

***Final Exam (15%)***

The final exam will be a cumulative multiple choice exam administered online via Folio. The study guide for the exam will be developed by the students. Each week will have students assigned to it. The students assigned by the instructor will be required to work as a team to upload a study guide to Folio for that particular week based on class discussions, readings, and pop-quizzes. The material uploaded must be agreed upon by group members before uploading. There will be a peer-review assessment component to assess group dynamics and determine study outline points assigned to the final exam. Group members will receive bonus points on the exam based on group feedback. The points will range from 0-5 bonus points. All peer review feedback is due at the same time as the final exam. Hint: quiz questions will reappear on the exam.

**Final Grade Scale:**

**A** 90-100%    **B** 80-89.99%    **C** 70-79.99%    **D** 60-69.99%    **F** 59.99% and below

---





### Overview of Content and Assignments to be Covered During the Semester

Week	Date	Content of Session	Readings and Special Instructions
1	January 13 & 15	<ul style="list-style-type: none"> <li>x Course and Student Introductions</li> <li>x Course overview</li> <li>x Overview of Cross-Cutting Themes in MCH</li> </ul>	Syllabus will be distributed in class Chapter 1 Kotch book Chapter 2 Barbarin Book
2	January 20 & 22	<ul style="list-style-type: none"> <li>x Children's Rights and Distributive Justice in Maternal and Child Health</li> <li>x Historical Foundations in Maternal and Child Health</li> </ul>	Readings from week 1 Chapter 2 Kotch Chapter 1 Barbarin
3	January 27 & 29	<ul style="list-style-type: none"> <li>x Families and Health</li> <li>x Domestic MCH Policies</li> <li>x Global MCH Policies – Exploring Regional Variations</li> </ul>	Chapter 3 Kotch Readings on Folio
4	February 3 & 5	<ul style="list-style-type: none"> <li>x Life Course Perspective</li> <li>x Allostatic Load</li> </ul>	Chapter 4 Kotch Readings on Folio <b>Paper 1 due 2/2/2015 – 2/7/2015</b>
5	February 10 & 12	<ul style="list-style-type: none"> <li>x Child Development over the lifespan</li> <li>x Children's Oral Health</li> <li>x Disabilities from a Global Perspective</li> </ul>	Skim Chapter 7, 8, 9 Kotch Focus on Chapter 12 Barbarin
6	February 17 & 19	<ul style="list-style-type: none"> <li>x Cross cutting issues in women's health</li> </ul>	Chapter 11 Kotch Additional readings on Folio
7	February 24 & 26	<ul style="list-style-type: none"> <li>x Exploring the "isms," poverty, and disparities effect on MCH health</li> </ul>	Chapter 10 Kotch Chapter 10 Barbarin Readings on Folio
8	March 3 & 5	<ul style="list-style-type: none"> <li>x Mental Health</li> </ul>	Readings on Folio

9	March 10 & 12	x Impact of Violence on Children and Women – Political, Community, Family	Chapter 5 Barbarin Readings & Videos on Folio
<b>10</b>	<b>March 17 &amp; 19</b>	<b>Spring Break – No Class – Have fun and be SAFE! (Catch up on reading)</b>	
11	March 24 & 26	x Refugee Health x Orphans and Vulnerable Children	Readings on Folio Videos on Folio <b>Paper 2 due 3/23/2015-3/28/2015</b>
12	March 31 & April 2	x Sex Trafficking x Incarceration of women and children and health outcomes within system and post-release	Videos on Folio Readings on Folio
13	April 7 & 9	x Understanding resilience in women and Children and health outcomes	Chapter 13 Barbarin Readings on Folio
14	April 14 & 16	x Environmental influences on MCH outcomes x Careers in MCH	Chapter 13 Kotch <b>Twitter Reflection Paper April 20<sup>th</sup> 11:59 p.m.</b>
15	April 21 & 23	Imagineer Presentations	All groups must submit presentation via folio dropbox by noon <b>April 21<sup>st</sup></b>
16	April 28 & 30	Imagineer Presentations	All study guide sections must be uploaded in Folio by <b>April 28<sup>th</sup> noon</b>
17	May 4	Final Exam Week	Exam Scheduled for May 7 <sup>th</sup> 3:00-5:00. Exam via Folio & Peer Reviews due