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PUBH 595.50: Issues in Maternal and Child Health

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PUBH 595: Issues in Maternal and Child Health
Summer 2013
3 credit hours

INSTRUCTOR

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Availability: The instructor will be available via email for all students. If you wish to speak with the instructor, the easiest thing to do is to contact her by email and arrange a time to meet. She will make every attempt to reply to your email within twenty-four hours during weekdays. Use e-mail for private communication with the instructors or other students. Put "PUBH595" in the subject line. For additional assistance, contact Tracy Jones at tracy.jones@mso.umt.edu or (406)243-2571.

PROTOCOLS

Format: Online via Moodle. Course procedures and expectations are those normally used in the online MPH program at the University of Montana. For purposes of assignments and class activities, the week starts on Monday 00:01 and ends on Sunday at 24:00, Mountain Standard Time.

Technical Assistance: UOnline has made available an interactive tutorial for using Moodle as a student. UOnline 101 can be found at: <https://umonline.mrooms3.net/course/view.php?id=3927>. Additional Moodle resources can be found at: <http://umonline.umt.edu/Moodle%20Tip%20Sheets/tipsheetandvideosstudents.aspx>.

Accessibility: Students with disabilities may request reasonable modifications by contacting Ms. Stevens. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

COURSE

Description: This course provides an overview of maternal and child health problems, programs, and policies. Using the life-course perspective, this course examines the social determinants of health and development of women, infants, children and adolescents. Students will become familiar with the epidemiology of maternal and childhood diseases and assess the resources and interventions used to combat them.

Objectives: At the completion of the course, students will be able to:

1. Describe the historical background and contemporary trends of maternal and child health.
2. Explain the life course perspective.
3. Describe organizations and policies that impact maternal and child health.
4. Identify the most common complications of pregnancy including the causes of low birth weight and premature infants.
5. Discuss the factors related to newborn care.

6. Analyze the causes and effects of common causes of morbidity and mortality among infants, children, and adolescence.
7. Discuss the biological and sociological factors related to maternal and child health.
8. Discuss the important issues related to women's health.
9. Discuss the factors that need to be considered when developing health programs for women and children.
10. Organize and present information that describes a maternal and child health need and recommendations for meeting that need.

MPH Program Competencies:

Program Public Health Competencies Addressed in Course:*

1. Prepare Community Data for Public Health Analyses and Assessments
2. Contribute to Public Health Program and Policy Development
3. Communicate in Public Health Settings
4. Practice Public Health with People from Diverse Populations
5. Collaborate with the Community in the Practice of Public Health
6. Base Public Health Practice on Scientific Evidence
7. Participate in Financial Planning and Management of Public Health Units
8. Exercise Public Health Leadership and Systems Thinking
9. Respond to Public Health Issues in Rural Settings
10. Use Global Insight in Responding to Local Public Health Issues

* For a listing of learning objectives corresponding to each competency see

<http://www.health.umt.edu/schools/pch/documents/Competencies-StudentVersion2012.pdf>

REQUIRED TEXTS

Kotch J. 2012 Maternal and Child Health: Programs, Problems, and Policies in Public Health (3rd Edition) Jones & Bartlett Learning, Burlington, MA.

Other assigned readings will be available online via the Moodle classroom.

COURSE EVALUATION

Weekly reflections- 30%

Participation- 30%

Final Presentation- 40%

The following grades can be earned by achieving the minimum percentages listed: A = 90%, B = 80%, C = 70%, D = 60%.

Weekly Reflections: You will have 10 weekly reflections of the weekly material. These papers will be limited to one page, double spaced, 12 point font. Your paper must identify a controversy or debate related to the topic. You will share your thoughts (informed by the weekly readings, course material, evidence-based resources, and/or experience) about the implications for providing maternal and child health services. Due to the discussion board by Wednesday 24:00.

Participation: You will participate in weekly discussion forums based on the weekly reflections. You will post your weekly reflection to the discussion forum by Wednesday 24:00 and engage in discussion about it. You will comment on others' weekly reflections by Sunday 24:00. See Discussion Rubric.

Final Presentation: You will create a presentation based on a specific issue related to women's health, pregnancy, infancy, childhood, or adolescence health. Power point and other media are encouraged. Apply the

life course perspective to your topic—describe the epidemiology of the issue, social and biological factors, resources and interventions used, and provide recommendations for the most effective maternal and child health practices related to the issue. Email your topic choice to the instructor by Friday, June 28 17:00. Additional instructions will be provided during week 5.

COURSE SCHEDULE

	Topic	Reading
Week 1 (5/28-6/2)	History of MCH & The Life Course Perspective	Chpt 2: Tracing the Historical Foundations of MCH to Contemporary Times
Week 2 (6/3- 6/9)	MCH Epidemiology	Chpt 1: Children’s Rights and Distributive Justice in MCH Chpt 10: Disparities in MCH in the United States
Week 3 (6/10-6/16)	Families and Health	Chpt 3: Families and Health
Week 4 (6/17-6/23)	Prenatal and Infant Health	Chpt 6: Mothers and Infants Chpt 14: Issues in MCH Nutrition
Week 5 (6/24-6/30)	Child Health & Children with Special Needs	Chpt 7: The Child from One to Four: The Toddler & Preschool Years Chpt 8: The School-aged Child from Five to Nine Chpt 12: Children with Special Health Care Needs
Week 6 (7/1- 7/7)	Adolescent Health	Chpt 9: Improving Adolescent Health in the 21 st Century
Week 7 (7/8-7/14)	Women’s & Reproductive Health	Chpt 11: Women’s Health: A Life Cycle Chpt 5: Family Planning
Week 8 (7/15-7/21)	Environmental Issues in Pregnancy and Childhood	Chpt 13: Women, Children, and Environmental Health
Week 9 (7/22-7/28)	International Perspectives	Chpt 16: Global MCH
Week 10 (7/29-8/2)	Program Planning, Monitoring, and Evaluation in MCH	Chpt 17: Research Issues in MCH Chpt 18: Assessment & Program Planning in MCH Chpt 19: Monitoring and Evaluation for Global MCH Programs

WARNINGS

Logging In: You must log in every weekday to read current announcements.

Late Work: Late work will not receive points unless there are very serious and verifiable extenuating circumstances and you have contacted the instructor well before the assignment deadline.

Plagiarism: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://life.umt.edu/vpsa/documents/Student%20Conduct%20Code%20FULL%20-%20UPDATED%20AUG%2028%202012.pdf>.

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism. (Source: <http://libguides.lib.umt.edu/plagiarism> .)

SPCHS Program Policies: See <http://publichealth.health.umt.edu/content/spchs-program-policies>

DISCUSSION RUBRIC

Criteria	Excellent- 100%	Adequate- 70%	Inadequate- 50%	No posting- 0%
Quality and relevance of thinking and analysis.	Response displays an understanding of the specific topic, comments of others and completion of assigned reading.	Response displays some understanding of the discussion topic or comments by others.	Response displays only a little understanding of the discussion topic or comments by others.	
Degree of participation	Quality posts on multiple days during the week and at least 3 times per week	Responses are vague. All posts within 24 hours, and less than 3 times per week.	Does not interact with other students.	
Quality of writing	Ideas and opinions are expressed in a clear, concise manner and are relevant to the topic. Responses are free of grammatical, spelling, or punctuation errors (Note: You can edit your post for up to 30 minutes after you submit it). The style of writing contributes to open, honest communication.	Responses generally connect to the topic and are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication.	Responses have unclear connection to the topic and/or frequently contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication.	
Connection to professional practice	Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond what takes place in the classroom to include a theoretical rationale underlying the use of specific information materials. Ideas are supported by evidence-based resources (note: Wikipedia does not count).	Evidence of reflective thought pertaining to personal perspectives and professional development. Reflective statements contain some of the theoretical rationale underlying the use of specific information materials.	Little or no evidence of reflective thought pertaining to personal perspectives and professional development. Few, if any, reflective statements go beyond what takes place in the classroom. Little, if any, theoretical rationale underlying the use of specific information or materials.	