

***Department of Community and Family Health
Syllabus***

Course Name: Maternal and Child Health II: Programs, Policies and Research
Prefix & Number: PHC 6537
Sections: Wednesdays January 8, 2014 – April 30, 2014 from 5:00-7:45 pm
Semester: Spring 2014

Course Description:	This course is a capstone course intended for students near the completion of their MPH program in maternal and child health. The learner will build upon knowledge from previous courses and experience to effectively analyze MCH research and policy.		
Credit hours:	3		
Pre-Requisites:	Most courses completed		
Co-Requisites:	Students should have basic knowledge of Blackboard, online library resources, web searches		
Location:	LRC 108		
Instructor Information:	Instructor 1	Instructor 2	Instructor 3
	Russell S. Kirby, PhD, MS, FACE	Name	Name
	CMS 3065	Office/mailling address	Office/mailling address
	By appointment	Office hours	Office hours
	813/ 396-2347	Phone	Phone
	rkirby@health.usf.edu	Email address	Email address
	Email - be sure to include 'PHC 6537' in the subject line of your email.	Preferred method of contact	Preferred method of contact
	I will make every effort to reply to email and voice messages within 24 hours during business hours.	Reply Policy	Reply Policy
Teaching Assistant Information:	TA 1	TA 2	TA 3
	Laura Merrell, MPH, CPH	Name	Name
	LRC 227	Office/mailling address	Office/mailling address
	By appointment	Office hours	Office hours
	Phone	Phone	Phone
	lmerrell@health.usf.edu	Email address	Email address
	Email - be sure to include 'PHC 6537' in the subject line of your email.	Preferred method of contact	Preferred method of contact
	I will make every effort to reply	Reply Policy	Reply Policy

	to email and voice messages within 24 hours during business hours.		
Required Materials:	All readings will be provided by the instructor, accessible from the Internet, or located on Blackboard. There will be readings including articles and web based material. HSC Bookstore http://usfhsc.bkstore.com .		
Recommended Materials:	NA		
Course Format:	The primary in-class sessions are seminar format with some guest speakers. Students will be required to access the course through Blackboard as some content is delivered online.		

<p>Learning Objectives: <i>(Objectives must be numbered)</i></p>
<p>See Instructions for content description. Click on field, press ENTER to enter one blank line, then paste contents or type in contents.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Effectively research current MCH literature. 2. Analyze selected MCH programs, policy and advocacy. 3. Demonstrate a scholarly approach to writing. 4. Investigate the ethical, political and equity issues related to MCH policy. 5. Assess the pros and cons of leadership styles in various practice situations.

Assessment Strategies:

(Strategies must be numbered)

See Instructions for content description. Click on field, press ENTER to enter one blank line, then paste contents or type in contents.

Instructional Strategies:

- 1) Student group work and presentations
- 2) Case studies and debates
- 3) Small group work and discussions
- 4) Written paper

Assessment Strategies:

- 1) Group work
- 2) Written work
- 3) Oral presentations
- 4) Class participation

This course meets the following MPH (Maternal and Child Health concentration) competencies.

Competency	Learning Objectives	Assessment Strategies
1. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH issues including: morbidity and mortality; individual, family, social and community factors; and health system characteristics;	1	1,3
2. Describe the scope and impact of MCH problems for children, women and families	2,4	3,4
3. Use basic quantitative and qualitative research methods to prepare data for problem identification, program planning and evaluation, and policy analysis	3,4	1,2
5. Describe MCH history, policy development, major programs, laws, regulations, advocacy movements and current legislative mandates;	1,4	1,3,4
6. Summarize data on a policy, write policy statements, and translate policies into organization	1, 2,4	1,2

7. Communicate effectively both orally and in writing	1, 3, 4	2,3,4
8. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice.	2, 3	1,3,4

Grading Scale and Criteria:	There are a total of 270 possible points for this course, no curving or rounding of grades.								
	Official USF Grading Scale: http://publichealth.usf.edu/academicaffairs/academic_procedures.html								
	Grade	A ⁺	A	A ₋	B ⁺	B	B ₋	C ⁺	C
	Points	270-255	254-234	233-226	225-216	215-207	206-199	198-189	188-1
	Grade	C ₋	D ⁺	D	D ₋	F			
Points	180-173	172-163	162-154	137-153	≤152				
	Grades will be assigned quality points in the Grade Point Average (GPA) grading system as follows:								
	A+ = 4.0 A = 4.0 A- = 3.67 B+ = 3.33 B = 3.00 B- = 2.67 C+ = 2.33 C = 2.00 C- = 1.67 D+ = 1.33 D = 1.00 D- = .67 F = 0.00 FF = Failure due to academic dishonesty IF = 0.00 (Incomplete Fail) MF = 0.00 (Missing Fail)								
Grading Policies:	All work is expected to be completed on time. If there are <i>extenuating</i> circumstances, you must notify the instructor <i>before</i> the assignment is due.								
COURSE POLICIES									
Attendance:	Participation points will be deducted for unexcused or excessive absences.								
	See Institutional Policies section for Emergency Preparedness for Academic Continuity.								

Permission to Use Lectures:	Students have permission to use any of the instructor's material (in class or on-line) as long as proper citation is used.
Instructor Expectations:	<p>Students are expected to be prepared for each class. There will be specific assignments/readings for most classes and students can expect they will be asked to discuss the assignment. If you must miss class, please email Dr. Kirby ASAP. You are also expected respond to emails from the instructor and to regularly check the announcements on Blackboard.</p> <p>This course is intended to be a 'capstone' course that provides an opportunity to explore public health knowledge and skills at a more advanced level.</p> <p>All work is expected to meet scholarly standards and when applicable use APA format.</p>
Incomplete Policy:	<p>Incomplete Grades:</p> <p>An "I" grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade and only if the incomplete is due to the omission or fault of the student. Fifty (50%) percent of coursework must be satisfactorily completed to be eligible for an incomplete grade. Students are to download the Contract for Incomplete Grades form. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the course instructor. The "I" is not computed in the grade point average. If not changed after two terms (including summer), "I" grades will be converted to "IF" (Incomplete Fail) or "IU" (Incomplete Unsatisfactory) and will be computed into GPA until removed. Students do not re-register for courses in which they are only completing previous course requirements to change an "I" grade. If a student wants to audit a course for review in order to complete course requirements, full fees must be paid.</p> <p>Students complete the following steps -</p> <ol style="list-style-type: none"> 1. Download and complete the Contract for Incomplete Grades on the COPH forms page 2. Get the required signatures 3. Submit to the COPH Academic Affairs Office <p>COPH policy: http://publichealth.usf.edu/academicaffairs/academic_procedures.html</p>
Field Trip Policy:	N/A
Class Participation:	<p>The entire course is worth 270 points.</p> <p>Class Participation: (40 points-approximately 3 points per class) Students will start out with 40 points and points will be deducted for unexcused or excessive absences, not being prepared to discuss or present, and not actively participating in discussion. Students will be expected to discuss assigned readings.</p> <p>Program Evaluation Project: (40 points). 30 points will come from the overall group assessment, and 10 points from the individual student presentation and contribution to the project.</p> <p>Policy/Advocacy Group Work: There are six student groups (usually 3-4 students per group) who will develop an advocacy plan to support a selected policy change. This assignment spans the entire semester.</p>

A. Leadership Plan: (20 points) Using leadership principles discussed in class, each group will develop and agree to a 2-3 page leadership plan/ contract that will be used to prepare their advocacy plan (details below). The plan is your contract/commitment to work as a team and equitably share the responsibilities. This should include tasks and timetable, protocol and expectations for communication within the group, protocol for changing individual responsibilities, protocol for resolving disagreements and assuring each group member's participation, expected communication methods and frequency, and indicators of success. Each student will take on the group leader role for an equal number of weeks and agree on the role of leader. Each new group leader will discuss with the group members their leadership style and principles that work best for them (this does not need to be documented in plan). The initial leadership plan is due 1/29/14 and any amendments should be emailed to the instructor as soon as possible.

B. Advocacy Plan: (99 points) Each group will identify a community-based organization or agency in the Tampa Bay area and work with agency staff to identify health related policy controversies of current concern as potential topics and email these topics to the instructor by 2/05/14 (your group will need approval of the topic). The topics should be currently discussed at least at the state or federal level. You will need to track news articles and proposed legislation, investigate current practices and scientific evidence, identify key stakeholders, and propose a policy and advocacy plan. Your group written project should address the following:

1. The policy change you want to make and why it is a compelling problem that needs to be fixed immediately. What evidence indicates that a change is necessary?
2. The history of trying to fix the problem (what is the current policy and previous policies). Who was involved? Who were the proponents and opponents?
3. The emotional appeal and how it serves the public interest to alter this policy.
4. Involvement the media has had in portraying the problem. Any documentation about public opinion?
5. Your well researched workable policy solution.
6. Analysis of other alternative policy solutions being presented by other groups and opponents arguments.
7. Describe potential partners (groups, individuals) and potential opponents.
8. Create 2 advocacy tools, one page fact sheet and a ten minute power point presentation for use with community groups
9. Create two other advocacy tools, e.g., a press release, op ed, letter to policy makers/legislators, bill board message, brochure/flyer for community members, testimony for legislative committee.
10. Discuss rationale for selected advocacy tools and a dissemination plan.

Due dates and points for plan:

- a. No points-identify policy issue (2/05/14)
- b. #1-4 (2/26/14) - 30 points
- c. #5-7 (3/26/14) - 30 points
- d. #1-10 (4/23/14) - 30 points

There are no page limits on these assignments-this should be a group decision. These assignments are group grades.

C. Class Presentation of Policy/Advocacy Plan: (20 points)) Each group will have 40 minutes to present their policy/advocacy plan using an effective and professional presentation style. All members must participate in the presentation equally. At a minimum, a copy of the fact sheet

shall be distributed to class members and the last 10 minutes should be reserved for the power point presentation (see #9 above). Due Date: 4/30/14.

Case Studies and Debates: (30 points). Each student is expected to participate in the analysis and interpretation of case studies or in-class debates throughout the course. Some of these activities may be group projects and some may be done individually. There will be three case studies or debates worth 10 points each. Directions for each activity will be provided separately.

Individual Reflection Paper: (30 points) The first section shall chronicle and analyze your experiences working with your group. The analysis should include critique of one's leadership style and compare to other leaders in the group. Also, include an analysis of the group's functioning (what worked and did not work, how differences were resolved, and recommendations for improving your ability to work in and lead groups. The second section of the paper is a discussion of how group work is a primary component of public health/community based work in your specialization. Discuss how working in groups increases your capacity for meeting the health education or MCH leadership competencies. Include references to the literature using APA style. Paper should be no longer than 7 pages 1.5 spacing and is due 4/30/14.

Course Calendar

The course calendar is provided as a separate document.

Reference List

References and resources will be identified and posted on Canvas as pdf files or URL links.

Additional Course Information

Make-up Policy: There is no provision for make-up work. If your work is deemed unacceptable (less than 'B' work) you will be given an opportunity to redo with the understanding that you will receive no more than a 'B' for the revision. There will be no opportunity for revision for oral presentations and class participation. If you choose to revise an assignment, you must notify the instructor within 48 hours after receiving your grade. Revisions are due within 10 working days.

Late Assignments: Late assignments will have 2 points from the assignment deducted each working day. No late assignments are accepted after 7 days (including weekends).

Extra Credit Policy: Not applicable

Plagiarism:

Conduct/Academic Dishonesty:

All members of this course shall foster an environment that encourages adherence to the principles of honesty and integrity. All parties shall protect the integrity of academic materials including course materials, copyrighted documents, and

all related course work.

In all work submitted the students are expected to represent themselves honestly. The presence of a student's name on any material submitted in completion of an assignment is considered to be an assurance that both the work and ideas are the result of the student's own intellectual effort, and produced independently. Collaboration is not allowed unless specifically permitted by the instructors.

All course participants are expected to respect others' personal feelings; have the right of freedom to hear and participate in dialogue and to examine diverse ideas; have the right to a learning environment free from harassment and discrimination; and have the responsibility to assure that free discussion represents the scholarly nature of the learning community.

Cheating (the unauthorized giving, receiving, or use of material or information in quizzes, assignments or other course work or the attempt to do so) and **plagiarism** (the use of ideas, data or specific passages of another person's published or unpublished work that is either unacknowledged or falsely acknowledged) are not acceptable in this course.

Cheating is defined as follows:

- (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test;
- (b) asking another person to take an examination in his/her place or to assist in the taking of exams;
- (c) taking an examination for or in place of another student;
- (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own;
- (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc.
- (f) stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

Safe Assignment will be used for all written work.

Dishonesty/Cheating/Disruption of Academic process:

Punishment for such Academic Dishonesties will depend on the seriousness of the offense and may include receipt of an 'F' grade on the exam, an 'F' in the course, suspension or expulsion from the University. The University drop policies and forgiveness policies shall be suspended for a student accused of cheating. The University policy can be found at http://www.sa.usf.edu/handbook/USF_Student_Handbook.pdf.

Student Rights/Responsibilities

(http://www.sa.usf.edu/handbook/USF_Student_Handbook.pdf)

The University of South Florida is a learning community designed to foster collaboration, open communication, mutual respect and inclusiveness among students, faculty and staff as they engage in the education process. As members of this community, all students are entitled to certain rights and privileges which are protected. In order to protect the rights and privileges of all students, there are guidelines for conduct which are intended to facilitate the desired environment and educational goals of the University and its students. It is important that each student become familiar with the rights and responsibilities afforded students at the university.

Student Rights include but are not limited to the following:

1. The right of respect for personal feelings, freedom from indignity, and to expect an education of the highest quality.
2. The right to participate in self governing student bodies which provide channels of communication and means for using democratic processes to solve problems.

3. The constitutional rights of freedom of expression and assembly.
4. The right of freedom to hear and participate in dialogue and to examine diverse ideas.
5. The right to a learning environment free from harassment, discrimination, and violence.
6. The right of due process in disciplinary procedures in accordance with the rules of procedure prescribed in the Student Code of Conduct.

Student Responsibilities include but are not limited to the following:

1. The responsibility of assuming the consequence of one's actions.
2. The responsibility for knowledge and observance of established University policies presented in official University publications.
3. The responsibility that free discussion represent the scholarly nature of the learning community.
4. The responsibility to insure that no student organization, constitution nor other organizational document include discriminatory clauses.
5. The responsibility to respect the rights and privacy of others.

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Schedule change policy: If there are any changes in course schedule or assignments, an announcement will be posted on Blackboard.

Netiquette: <http://itt.its.psu.edu/suggestions/etips/stuguide.html>

Institutional Policies:

Link to Student Handbook	http://www.sa.usf.edu/handbook/
Student Conduct:	USF Student Rights/Responsibilities: http://www.sa.usf.edu/handbook/rights/StudentRightsResponsibilities.htm USF Student Code of Conduct: http://www.sa.usf.edu/handbook/rights/StudentCodeofConduct.htm
Academic Dishonesty/Plagiarism:	http://catalog.grad.usf.edu/currentpdf/USF_Graduate_Catalog_2005_2006_section6.pdf
Special Accommodations:	http://www.asasd.usf.edu/index.htm
Holidays and Religious Observances:	http://www.sa.usf.edu/handbook/policies/ReligiousPracticesPolicy.htm

Technology Requirements and Tools

Technology Checklist:	Link to basic technology requirements includes list of hardware and link to download required software: http://itt.usf.edu/technology/technologyrequirements_basic.htm
-----------------------	---

Special Technology Requirements for this course: None

Pre-requisite skills: Students should have basic knowledge of Blackboard, online library resources, web searches,

Resources for online learners

USF ID, NetID, Emails: <http://itt.usf.edu/publichealth/standards/netid-email.doc>

Library Resources: 'How to Find a Journal Article': <http://itt.usf.edu/publichealth/library/tutorial/index.html>

USF Library Resources and services: <http://www.lib.usf.edu/>

How to Navigate in Blackboard: <http://www.cte.usf.edu/rdpres/bbsim/bb3studentnav1.htm>

Plagiarism: Tutorial on Plagiarism for Students: <http://www.cte.usf.edu/plagiarism/plag.html>

Instructions to submit an assignment using safe assignment:
<http://itt.usf.edu/technology/plagiarism/studentman.pdf>

How to Use the Assignment Submission Tool: <http://itt.usf.edu/technology/Assignmenttoollarge.html>

How to use the Journal Tool: <http://itt.usf.edu/technology/Teams%20LX/JournalUsersGuide.pdf>

How to Use the Teams Site Tool: <http://itt.usf.edu/technology/Teams%20LX/teamsUserGuide.pdf>

How to Create a Citation: http://owl.english.purdue.edu/handouts/research/r_apa.html#General%20Format

APA Style: <http://www.isr.bucknell.edu/img/assets/6535/apa.pdf>

Using APA style to cite internet sources: <http://www.bedfordstmartins.com/online/cite6.html>

Maternal and Child Health II

Leadership, Ethics, Program Planning & Evaluation, Policy & Advocacy

Please note: Readings and lectures as well as additional resources will be added to Canvas as the semester proceeds. Several guests are invited but specific dates are not confirmed, so this document will be updated as the semester proceeds.

Class 1: Introduction

Lecture/Discussion: Syllabus Overview, Cross-currents in American Society, Overview of Public Health Program Evaluation

Activity: Introduction, Select program evaluation topic, Discuss Group Assignments

Readings: PowerPoint files and other materials posted on Canvas

Class 2: Leadership

Lecture/Discussion: Evidence-based Public Health – Community Perspectives - Leadership in MCH

Activity: MCH Leadership Competencies Self-Assessment; Small and large group activity; Discussion of readings

Readings:

- See Resources on Leadership from the Leader to Leader Knowledge Center for links to several short items on leadership
- Leading with Authenticity article from Journal of Public Health Management and Practice

Class 3: Title V, History of MCH and the National MCH System

Lecture/Discussion: Title V System, State vs. Local Perspectives

Activity: Small and large group activity; Discussion of readings and resources

Readings:

- MCHB Web Resources (MCH timeline, comparison of state MCH funding)
- Powerpoint presentation

Class 4: Evidence-Based Public Health

Leadership plan, Leadership and systems change

Activity: Policy/advocacy plan group work, Divide into groups and discuss leadership plan

- Article on evidence-based public health from Annual Review of Public Health
- Evidence-based Public Health Practice and Policy:
http://209.85.165.104/search?q=cache:hD3sfnLd_fQJ:www.thecommunityguide.org/library/gen-AJPM-c-evidence-based-policy-promise%26limits.pdf+evidenced+based+public+health+practice&hl=en&ct=clnk&cd=7&gl=us
- Briss, P., et al. "Developing an Evidence-Based Guide to Community Preventive Services-Overview and Rationale. Am J Prev Med 2000; and Briss, P., et al. "Developing an Evidence-Based Guide to Community Preventive Services-Methods". Am J Prev Med 2000; vol 18, issue 1, supplement 1. pp 35-43. (available on Blackboard)
- Review community preventive services web site: www.thecommunityguide.org

Class 5: Ethics in Maternal and Child Health

Lecture/Discussion: Ethics, Introduction to Advocacy, Being a whistle blower: A case study in leadership, ethics, and advocacy

Readings:

- The Community Action Model: A Community Driven Model Designed to Address Disparities in Health. (2005) Lavery, Smith, Esparza, Hrushow, Moore and Reed. In American Journal of Public Health, vol 95,4 p611-616

- Community based systems change
<http://www.civicpartnerships.org/docs/publications/communitybasedsystemschange.pdf>

Due: 3 proposed policy controversies for policy/advocacy project due 2/4

Class 6: Policy

Lecture/Discussion: Program Evaluation Group Presentations, MCH Policy

Activity: Case Study #1

Readings:

- Read as preparation for case study on medical homes: Public Coverage Provides Vital Safety Net for Children with Special Health Care Needs <http://www.hschange.org/CONTENT/778/#b4>
- [Medical homes case study](#)
- Review Understanding Title V: <ftp://ftp.hrsa.gov/mchb/titlevtoday/UnderstandingTitleV.pdf>

Class 7: Policy

Lecture/Discussion: Program Evaluation Group Presentations

Activity: Policy/advocacy plan group work

Readings:

- Twelve essentials of science based policy http://www.cdc.gov/pcd/issues/2005/oct/05_0005.htm
- Each student read at least one article or web site on policy change related to cost of contraceptives for college student health services

Class 8: Community Engagement

Community Engagement – Dr. Coulter (invited)

Readings:

- The Discipline of Collaboration <http://www.leadertoleader.org/knowledgecenter/journal.aspx?ArticleID=81>
- Transforming public health through community partnerships http://www.cdc.gov/pcd/issues/2005/nov/05_0072.htm

Due: #1-4 of policy/advocacy project

Class 9: Connecting Programs and Data to Improve Efficacy

Lecture/Discussion: FIMR/PPOR and other state and local MCH programs, or Supporting MCH at the Community Level –

Dr. Sappenfield and Dr. Stanley

Activity: Small and large group discussion

Readings:

- see course documents on Canvas for more assignments

Class 10 – No Class (Spring Break)

Class 11: Community Engagement

Lecture/Discussion:–David Rogoff (invited)

Leadership in Non-profit organizations

Activity: Case study #2: to be determined

Readings:

- A Regional Health Care System Partnership With Local Communities to Impact Chronic Disease

http://www.cdc.gov/PCD/issues/2004/oct/04_0020.htm

- Read case study before class See course documents on Canvas for more assignments

Class 12: Community-Based Program Planning

Lecture/Discussion: Community-based Approaches to Child Health Issues (Asthma) – Ms. Horky and Ms. Bowser (University of Florida Pediatric Pulmonary Center)

Readings:

- Theories at a Glance, pages 46-60. Scroll down to NCI publications to the 6th document
http://www.nci.nih.gov/cancer_information/cancer_literature/

Due: #5-7 of policy/advocacy project

Class 13: Children with Special Health Care Needs

Lecture/Discussion: Ms. Benito, Dr. Hess (invited)

Activity: Case Study #3: Community Health Program Planning

Readings:

- Theories at a Glance, pages 46-60
<http://209.85.165.104/search?q=cache:aEgdTEqT7u8J:www.cancer.gov/theory/pdf+theories+at+a+glance&hl=en&ct=clnk&cd=2&qI=us>

Class 14: Policy & Advocacy

Lecture/Discussion: MCH Policy for Child Health

Activity: Group work on Advocacy Plans

Readings:

- A Historically Based Thought Experiment: Meeting New Challenges For Children's Health And Well-Being
<http://content.healthaffairs.org/cgi/content/full/26/2/445>
- Childhood Origins Of Adult Health: A Basis For Life-Course Health Policy
<http://content.healthaffairs.org/cgi/content/full/23/5/155>
- Lost In Translation? Reflections On The Role Of Research In Improving Health Care For Children
<http://content.healthaffairs.org/cgi/content/full/23/5/125>
- Children's Public Health Policy In the United States: How The Past Can Inform The Future
<http://content.healthaffairs.org/cgi/content/full/23/5/147>

Class 15: To Be Determined

Preparation for Advocacy Plan Presentations

Class 16: Presentations

Advocacy Plan Presentations

Due: #1-10 of policy/advocacy project due 4/27

Individual reflection paper due 4/27

Class 17: Presentations

Advocacy Plan Presentations