



**College of Public Health
University of South Florida**

*Department of Community & Family Health
Syllabus*

Course Name: Secondary Data Analysis for Maternal and Child Health

Prefix & Number: PHC 6197-001

Sections: 1) sect ref# Enter, 2) sect ref# Enter, 3) sect ref# Enter

Semester: Fall, 2014

Course Description:	Effective use of data has always been an essential component of public health practice. The purpose of this course is to provide experience in the management and analysis of data sets relevant to public health. Among the data sets considered are vital statistics, health care utilization databases, practitioner and other registries, periodic surveys, selected surveillance systems, and programmatic data.		
Credit hours:	3 semester hours		
Pre-Requisites:	Most courses completed		
Co-Requisites:	Students should have basic knowledge of Canvas, online library resources, web searches. Completion of courses in epidemiology, biostatistics, research methods and some maternal and child health courses highly recommended.		
Location:	CPH Computer Lab B (class presentations at end of semester may be in a classroom)		
Instructor Information:	Instructor 1	Instructor 2	Instructor 3
	Dr. Russell S. Kirby, PhD, MS, FACE	Name	Name
	NEC 252-3	Office/mailling address	Office/mailling address
	By appointment. Please email or call me to arrange a mutually convenient time.	Office hours	Office hours
	813/ 396-2347	Phone	Phone
	rkirby@health.usf.edu	Email address	Email address
	Email – be sure to include ‘PHC 6197’ 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
	Sabrina Luke, Doctoral Student	Name	Name
	NEC 256F	Office/mailling address	Office/mailling address
	By appointment.	Office hours	Office hours
	813-974-9371	Phone	Phone
	sluke@health.usf.edu	Email address	Email address
	Email–include ‘PHC 6197’ in the subject	Preferred method of	Preferred method of

	line of your email.	contact	contact
	Within 24 hours during business hours.	Reply Policy	Reply Policy
Required Materials:	All readings will be provided by the instructor, accessible from the Internet, or located on Canvas. There will be readings including articles and web based material. HSC Bookstore http://usfhsc.bkstore.com .		
Recommended Materials:	<p>READINGS</p> <p>OPTIONAL TO BUY FROM BOOKSTORE:</p> <ul style="list-style-type: none"> Ronald P Cody and Jeffrey K Smith, <u>Applied Statistics and the SAS Programming Language</u>, 5th Edition. (Pearson Prentice Hall, 2006). <p>OTHER READING MATERIALS:</p> <ul style="list-style-type: none"> <u>From Data to Action: CDC's Public Health Surveillance for Women, Infants and Children</u>, available online at: http://www.cdc.gov/reproductivehealth/ProductsPubs/DatatoAction/DataToAction.htm Instructor will provide additional readings and URL links via Canvas 		
Course Format:	The primary in-class sessions are seminar format with some guest speakers; most sessions will be held in the Computer Lab. Students will be required to access the course through Canvas as some content is delivered online.		

Learning Objectives:
(Objectives must be numbered)

COURSE OBJECTIVES

Upon completion of this course, students will also be able to:

1. Define population-based data and secondary public health data sources;
2. Explain data typically included in administrative public health databases, including vital records, hospital discharge, Medicaid, and representative sample surveys, and discuss the value and limitations of those data;
3. Explain ICD, CPT and related coding rubrics for health conditions and health care services;
4. Apply basic epidemiologic and biostatistical principles and techniques to the analysis and interpretation of statistical data from secondary sources;
5. Utilize state and local websites, e.g. the Florida Community Health Assessment Resource Tool Set (CHARTS; <http://www.floridacharts.com/>) to assess community needs and plan public health programs;
6. Determine effective ways to present data, given the intended audience;
7. Describe public health data sources, including their purposes and potential uses, methodology, and strengths and limitations;
8. Develop a testable research hypothesis concerning a child health or children with special health care needs issue, design a study to test the hypothesis using data from the National Survey of Children's Health (NSCH) or National Survey of Children with Special Health Care Needs (NSCSHCN), analyze the data, and prepare a report in the form of a draft manuscript concerning your study results and their implications;
9. Make a formal scientific presentation of your study and its findings.

COURSE REQUIREMENTS EXPLAINED

Assignment 1

Activity:

Complete the Treasure Hunt assignment which will be posted on Canvas by August 27 and discussed during the first class session. This assignment consists of seven data-related tasks, on which each student should spend no more than one hour per task.

Assignment 2

Activity:

Prepare a community health profile for one Florida county, using secondary data and web resources. This profile will have a both a perinatal and a broader public health focus.

Perinatal component: Using a dataset from Florida vital statistics, compute and analyze one or more of the following perinatal indicators: low birth weight, preterm birth, infant mortality. The focus will be on your selected county, over the time period covered by the perinatal dataset. More specifics on these data will be provided in class and on Canvas.

Healthy People 2020 component: Profile one Topic Area (as defined by *Healthy People 2020*; <http://healthypeople.gov/>) in one Florida County and then compare these data with Topic Area data at state and national levels. To begin, based on your interests, choose your Topic Area. For instance, if you are a Maternal and Child Health MPH student, you might select Topic Area MICH (Maternal and Child Health). If you would prefer to study sexual health, then you might choose Topic Area STD (Sexually Transmitted Diseases). Next, decide on which Florida County you'd like to focus. Select not more than two specific indicators for your assessment. Note: the instructor will provide a sign-up sheet, and each student will select a different county.

Using both public and private (available/accessible) data sources at local, state, and national levels provide an overview of the state of health in your selected county. Keep in mind age, race/ethnicity, and gender issues in your data. Answer the following questions: Within your Focus Area, what are the health needs of your county's residents? How does your county compare in relation to Florida and U.S. rates (e.g., are infant mortality rates in your county better off than at the state level?)?

Describe the congruence (or lack of) between the various data sources and measurement of health indicators utilized at local, state, and national levels. That is, were available data collected the same way at the three levels? Were the data measured the same way (e.g., using the same questions, if on a survey)? Were the data collected during the same year?

Objectives:

- Understand *Healthy People 2020* as a resource for health professionals.
- Utilize at least one of the following data sources, and understand their purposes and potential uses, methodology, and strengths and limitations (students are not limited to these data sources, discuss others of interest with instructor):
 - Behavioral Risk Factor Surveillance System (<http://www.cdc.gov/BRFSS/>);
 - Current Population Survey (<http://www.census.gov/cps/>);
 - General Social Survey (<http://www.norc.org/GSS+Website/>);
 - Longitudinal Studies of Aging (<http://www.cdc.gov/nchs/lsoa.htm>);
 - Medical Expenditure Panel Survey (<http://www.meps.ahrq.gov/mepsweb/>);
 - National Health Care Surveys (<http://www.cdc.gov/nchs/nhcs.htm>);
 - National Health Interview Survey (<http://www.cdc.gov/nchs/nhis.htm>);
 - National Health and Nutrition Examination Survey (<http://www.cdc.gov/nchs/nhanes.htm>);
 - National Immunization Survey (<http://www.cdc.gov/nis/>);
 - National Survey of Family Growth (<http://www.cdc.gov/nchs/nsfg.htm>);
 - National Vital Statistics System (<http://www.cdc.gov/nchs/nvss.htm>); and
 - Youth Risk Behavior Surveillance System (<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>).
- Utilize state and local websites, such as the Florida Community Health Assessment Resource Tool Set (CHARTS; <http://www.floridacharts.com/>) to assess community needs.

Product:

- Written report documenting the state of health in your county (no more than 12 typed pages including executive summary, double-spaced, with one-inch margins [including tables/figures]; follow APA style).

Assignments 3-6

Activity:

To help students make progress on the major assignment for the semester – completing a report comprising a draft manuscript based on their analysis of a testable hypothesis using NSCH or NSCSHCN databases – we have divided the activity into four parts with timed deadlines. Each of these assignments will be provided in more detail at the appropriate points in the semester.

Assignment 3 is the identification of a concept or general research question and development of study objectives.

Assignment 4 is the completion of the introduction/background and literature review.

Assignment 5 is the study operationalization and analysis plan.

Assignment 6 is the final report, consisting of edited/revised versions of the foregoing, incorporated into a report that includes the study results, interpretation, study strengths and limitations, and implications for public health.

Assessment Strategies:

(Strategies must be numbered)

Instructional Strategies:

- 1) Lecture with discussion
- 2) Hands on computer-based instruction with technical assistance
- 3) Individual in-class student presentations
- 4) Written paper

This course meets the following Maternal and Child Health competencies.

Competency	Learning Objectives	Assessment Strategies
Use basic quantitative and qualitative research methods to prepare data for problem identification, program planning and evaluation, and policy analysis	1,2,5,7,8,9	1,2,3,4
Communicate effectively both orally and in writing	7,8,9	3,4
Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice.	4,6,8,9	1,3,4

Grading Scale and Criteria:	There are a total of 1000 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	980+	925-979	905-924	885-904	835-884	805-834	785-804	735-784																				
	Grade	C ₋	D ⁺	D	D ₋	F																							
Points	705-734	685-704	635-684	600-634	≤599																								
	<p>A+ 980+</p> <p>A 925-979</p> <p>A- 905-924</p> <p>B+ 885-904</p> <p>B 835-884</p> <p>B- 805-834</p>																												
	<p>Assignments will be scored on the following basis:</p> <table border="0"> <tr> <td>Assignment</td> <td>Total Points</td> </tr> <tr> <td>1</td> <td>150</td> </tr> <tr> <td>2</td> <td>200</td> </tr> <tr> <td>3</td> <td>50</td> </tr> <tr> <td>4</td> <td>100</td> </tr> <tr> <td>5</td> <td>150</td> </tr> <tr> <td>6</td> <td>200 – Paper</td> </tr> <tr> <td>6</td> <td>100 – Presentation</td> </tr> <tr> <td>Participation</td> <td>50</td> </tr> <tr> <td>Total</td> <td>1000</td> </tr> </table>									Assignment	Total Points	1	150	2	200	3	50	4	100	5	150	6	200 – Paper	6	100 – Presentation	Participation	50	Total	1000
Assignment	Total Points																												
1	150																												
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3	50																												
4	100																												
5	150																												
6	200 – Paper																												
6	100 – Presentation																												
Participation	50																												
Total	1000																												
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 Canvas.</p> <p>All work is expected to meet scholarly standards and when applicable use APA format.</p> <p>All assignments should include 'PHC6197' and your name in the filename. Assignments should have 1" margins and page numbers.</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

Course Calendar

The calendar of course sessions will be posted on Canvas at the beginning of the semester.

Reference List

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/>

Shimberg Health Sciences Library: <http://health.usf.edu/library/home.html>

- Health Data Tools and Statistics (Partners in Information Access for the Public Health Workforce): http://phpartners.org/health_stats.html
- Child Trends DataBank: <http://www.childtrendsdatbank.org/>
- Florida CHARTS: <http://www.floridacharts.com/>
- Statehealthfacts.org (Kaiser Family Foundation): <http://statehealthfacts.org/>
- Title V Information System (HRSA/Maternal and Child Health Bureau): <https://perfddata.hrsa.gov/MCHB/TVISReports/default.aspx>
- KIDS COUNT (The Annie E. Casey Foundation): <http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx>
- Gateway to Data and Statistics (U.S. Department of Health and Human Services): <http://www.hhs-stat.net/>
- Child and Adolescent Health Measurement Initiative (CAHMI): <http://cahmi.org/pages/Home.aspx>
- MCH Data Connect: <http://web.sph.harvard.edu/mch-data-connect/>

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 5 points from the assignment deducted each working day. No late assignments are accepted after 7 days (including weekends).

Extra Credit Policy: Not applicable

INSTITUTIONAL POLICIES	
<p>The most recent version of the Institutional Policies information can be found on the Academic Affairs Forms page at http://health.usf.edu/publichealth/forms.html (Fall 2010)</p>	
Student Handbook:	http://www.sa.usf.edu/handbook/
Student Conduct:	<p>USF Student Rights/Responsibilities: http://www.sa.usf.edu/srr/page.asp?id=81</p> <p>USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88</p>
Disruption of Academic Process/Academic Integrity of Students:	<p>Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at:</p> <p>http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf</p>
Academic Dishonesty/Plagiarism:	<p>Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42</p> <p>The University of South Florida has an account with an automated plagiarism detection service (<i>SafeAssign</i>), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students' assignments to <i>SafeAssign</i>, or 3) request students to submit their assignments to <i>SafeAssign</i> through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.</p> <p>NOTE: An institution may not release a paper to a plagiarism detection software without the student's prior consent unless all personally identifiable information has been removed, such as a student's name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.</p> <p>For more information about Plagiarism and <i>SafeAssign</i>, visit:</p> <p>Plagiarism tutorial: http://www.cte.usf.edu/plagiarism/plag.html</p> <p><i>SafeAssign</i>: http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf</p>

Cheating Statement:	<p>The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in a public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42</p>
Undergraduate Academic Policies and Procedures:	http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=46
Special Accommodations:	<p>Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.</p> <p>Students with Disabilities Services: http://www.sds.usf.edu/</p> <p>Students: http://www.sds.usf.edu/students.asp</p> <p>Faculty: http://www.sds.usf.edu/faculty.asp</p>
Holidays and Religious Observances:	http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf
Emergency Preparedness:	<p>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: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.</p>
Student Grievance Procedure:	<p>Review USF Academic Grievance Policy at: http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=56</p> <p>Graduate http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=50</p> <p>Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman. http://www.sa.usf.edu/ombudsman</p>

RESOURCES FOR STUDENTS	
Library Resources:	USF Library Resources and Services: http://www.lib.usf.edu/ Shimberg Health Sciences Library: http://health.usf.edu/library/ Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/ (follow links under 'Instructional Services' section)
Creating Citations & Using Refworks:	http://guides.lib.usf.edu/CitingSources
Netiquette <i>(online communication etiquette for online courses):</i>	http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf
Plagiarism & Safe Assign:	See Academic Dishonesty/Plagiarism Section
USF Email Accounts:	http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf
Canvas Tutorials:	http://media.c21te.usf.edu/bbstudents.html
Illuminate Live Tutorials: <i>(for online courses)</i>	http://media.c21te.usf.edu/illuminatestudents.html

Class Sessions	Wednesdays 5:00 – 7:45 PM	PHC 6197	Fall 2014
Date	Topic	Speaker	Assignments*
	Introduction, Scientific Basis of Health Research	Dr. Kirby	
	Uses of Secondary Data in MCH & Community Health, Study Designs, Introduction to SAS	Dr. Kirby	
	Searches, Sources, and Library Resources Introduction to SAS, Part II	Allison Howard, Shimberg Library Reference Librarian	#1 Due 9/12
	Evaluating Secondary Data	Jason Salemi JP Tanner	
	Theoretical Frameworks in Child Health Research Introduction to SAS Part III	Dr. Kirby, Dr. Marshall	
	Controversies and Unanswered Questions in Maternal and Child Health	Dr. Kirby	#2 Due
	Scientific Background to NSCH/NSCSHCN	Dr. Kirby	#3 Due
	Applications of SLAITS Surveys & Operationalizing Study Hypotheses	Dr. Kirby	
	Applying Secondary Data in State-level Public Health	Dr. Sappenfield	#4 Due
	Child Health Services Research Working with Survey Data	Dr. Kirby	
	SAS and the NSCH/NSCSHCN	Dr. Kirby	#5 Due
	Analyzing and Interpreting Statistical Results	Dr. Kirby	
	Challenges in Study Implementation	Dr. Kirby	
	No Class – evening before Thanksgiving		
	Student Presentations	Dr. Kirby	
	Student Presentations	Dr. Kirby	
		Dr. Kirby	#6 Due

*Reading assignments can be found on Canvas for each class session.