



HSERV 541

Topics in Maternal and Child Health I: The Life Course Approach

Autumn 2015

When: Monday & Wednesday, 12:30-1:50 pm
Where: Magnuson Health Sciences Center, Room T498
Instructor: Todd Edwards, PhD, Research Assistant Professor
Department of Health Services
UW Tower, 4333 Brooklyn Ave NE, 14th Floor
toddce@uw.edu (appointments by request)
Credit hours: 3

Course website: <https://canvas.uw.edu/courses/990137>

Course Description

This course applies Life Course Theory (LCT) to the field of maternal and child health (MCH). MCH is the professional and academic field that focuses on the determinants, mechanisms, and systems that promote and maintain the health, safety, well-being, and appropriate development of children, adolescents, and their families in communities and societies in order to enhance the future health and welfare of society and subsequent generations. LCT offers a way of looking at health, not as disconnected stages unrelated to each other (Infant and Toddler, Childhood, Adolescence, Young Adulthood, Family Life, Elderhood), but as an integrated continuum. This perspective suggests that a complex interplay of biological, behavioral, psychological, social and environmental factors contribute to health outcomes across the course of a person's life. It builds on recent social science and public health literature that posits that each life stage influences the next and that social, economic, and physical environments interacting across the life course have a profound impact on individual and community health.

Course Goals

1. To orient students to the life course approach as a framework for disease prevention and health promotion in MCH populations
2. To provide an overview of health and social services and programs serving the MCH population in the United States and in WA State

Learning Objectives

- Upon course completion, students should be able to: Explain how the life course approach applies to disease prevention and health promotion in MCH populations
- Recognize health inequities that exist in MCH populations and explain potential reasons for these inequities using the life course approach and/or social determinants of health
- Demonstrate core skills related to MCH practice, including:
 - The ability to identify, engage and critically assess multiple sources of knowledge on MCH health issues and effectively communicate their understanding verbally, through class participation, and in writing through class assignments
 - The ability to build effective working relationships through collaborative work with peers and instructors

Course Format

This course includes a combination of lecture, discussion and input from the instructor and invited speakers. A primary focus is discussion of current MCH health topics. The course is designed to provide opportunities for mutual engagement, critical reflection, and development of ideas to promote the health of MCH populations now and into the future.

Required Readings for each session will be available on the Course website.

Instructor Responsibilities

The instructor will facilitate the course objectives by:

1. Elaborating and clarifying key topics and issues in MCH health.
2. Posing questions, comments and reflections on course content and classroom process.
3. Helping create a classroom environment conducive to dialogue and discussion.
4. Providing timely, constructive feedback on written assignments. Feedback is a means of engaging in dialogue about how the thinking process manifests in one's writing. Learning how to receive feedback is a skill that is relevant to MCH practice, and is intended to help students optimize their effectiveness.

Student's Responsibilities

You will facilitate your mastery of course objectives by:

1. Being on time and prepared with questions and concepts from readings and assignments aimed at understanding the material. You are expected to attend class and participate in discussions and group activities. If you are unable to attend a particular class for some reason, please let Dr. Edwards know ahead of time.
2. Completing class assignments, as outlined below, in a timely and high quality fashion.
 - a. Each student will prepare **two questions** based on assigned readings for discussion in class on the days there are presenters and must submit the questions to instructor at the beginning of class via Canvas (do not email questions to instructor). Such questions must demonstrate that the student has read the assigned readings, and must seek new evidence (not solely opinions) from speakers and contribute to a discussion with

speakers and class members. Questions that can be answered **yes/no** do not meet the above criteria and will not receive points. It is the student's responsibility to bring up questions during class.

- b. Respectful engagement during interactive sessions: Due to differences in experiences that may lead to differences in perspectives, it is likely that a variety of opinions will be expressed in the classroom. Instructor and students share the responsibility for fostering a learning environment that is supportive, welcoming, and respectful of individual differences and viewpoints.
- c. Writing of **3 essays** focused on MCH topics covered in class.

Course Assignments and Grading

Course grades will be based on active class participation, including written questions submitted at presenter sessions, interactive engagement and three essays. The instructor will use a percentage system (final percentage translated to 4-point scale) to determine student grades.

Summary of Assignments and % of Grade

ASSIGNMENT	%
Questions submitted prior to each presenter	20
Participation in interactive sessions	30
Essay #1	10
Essay #2	20
Essay #3	20

Grading Policies

1. Written essays should be 2 pages long, single-spaced and typed in 12-point Arial font with one-inch margins. There should be page numbers at the bottom right and references cited according to the AMA style sheet. Submit as Word document.
2. No "Incompletes" will be issued unless there is a medical or family emergency. Students are advised to concentrate on doing well on all assignments.
3. There are no extra credit assignments.
4. All assignments must be completed and turned in for a passing grade.
5. Total possible points for any graded assignment will be reduced by 25% for each day late. If you know in advance you will miss class, post your assignment and discussion question early via Canvas.
6. Final grades are issued on the basis of completed assignments, class attendance and participation.
7. The course instructor is always willing to meet with you to discuss your progress or to clarify course assignments or requirements. Please contact Dr. Edwards by email to schedule an appointment.

Course Evaluation: Standard UW student evaluations will be conducted via web.

Academic Integrity (<http://sph.washington.edu/students/academicintegrity/>)

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington **Student Conduct Code** (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the **SPH Academic Integrity Policy**. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington **Community Standards and Student Conduct** website.

Access and Accommodation (<http://depts.washington.edu/uwdrs/faculty-resources/syllabus-statement/>): Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

MCH Topics I Autumn 2015 – Schedule Overview

Course Date	Topic	Speaker	Affiliation
9/30 (Wed)	Introduction to Life Course Theory and Course Overview	Todd Edwards, PhD	UW Department of Health Services
10/5 (Mon)	MCH Programs in WA State: Integration of Life Course and Chronic Disease Prevention	Pama Joyner	Washington State Department of Health
10/7 (Wed)	Interactive Session - Chronic Disease Prevention	Class	
10/12 (Mon)	Assessing Health Outcomes in Children & Adolescents	Todd Edwards, PhD	UW Department of Health Services
10/14 (Wed)	Interactive Session - Assessing Child Health Outcomes Essay #1 Assigned: Due following Wednesday	Class	
10/19 (Mon)	Interactive Session - The Raising of America	Class	

10/21 (Wed)	Teen Dating Violence	Melissa Schiff, MD, MPH	UW Department of Epidemiology
10/26 (Mon)	Neurodevelopment: Spina Bifida	Donald Patrick, PhD, MSPH	UW Department of Health Services
10/28 (Wed)	Family Planning	Sarah Ward Prager, MD	UW Department of Obstetrics and Gynecology
11/2 (Mon)	Programs and Services for Children with Special Health Care Needs	Maria Nardella	Washington State Department of Health
11/4 (Wed)	Children with Special Health Care Needs Essay #2 Assigned: Due following Wednesday	Parent Panel: 1. John Schwartz 2. Susan Atkins 3. Sugely Sanchez 4. Cathy Murahashi 5. Susan L Adelman 6. Louis Mendoza	
11/9 (Mon)	Interactive Session - Life Course and Disparities	Class	
11/11 (Wed) - Veteran's Day	NO CLASS		
11/16 (Mon)	Cultural Competency	Leslie Walker, MD	Seattle Children's Hospital Division of Adolescent Medicine
11/18 (Wed)	Interactive Session - Cultural Competency	Class	
11/23 (Mon)	Adolescent Mental Health	Yolanda Evans, MD, MPH	Seattle Children's Hospital Division of Adolescent Medicine
11/25 (Wed)	Primary Care Medical Home	Kate Orville, MPH	Washington State Medical Home Partnerships Project
11/30 (Mon)	Oral Health in Children and Adolescents Essay #3 Assigned: Due following Monday	Donald Chi, DDS, PhD	UW Department of Oral Health Sciences
12/2 (Wed)	Interactive Session - Oral Health in Children and Adolescents	Class	
12/7 (Mon)	Life Course and Nutrition	Donna Johnson, PhD	UW Department of Health Services
12/9 (Wed)	Last Day of Instruction: Interactive Session - 3 Sessions Most Impactful, 3 Sessions Most Desired Course Evaluation	Class, Dr. Edwards	