

UNIVERSITY OF SOUTH FLORIDA
College of Public Health
DEPARTMENT OF COMMUNITY AND FAMILY HEALTH

TITLE: PHC 6530 - Maternal and Child Health I

MEETS: Fall Semester, 2000
Monday, 6:00 p.m. - 9:00 p.m.
ROOM: CPH 2016

FACULTY: Charles S. Mahan, M.D.
Dean and Professor

OFFICE HOURS: By appointment:
please call Betty Persky at 974-8577

College of Public Health
13201 Bruce B. Downs Blvd., Dean's Office
Office Phone: 974-6603
FAX: 974-6616
e-mail: cmahan@hsc.usf.edu

TEXT: No Text. Buy materials at copy center on second floor of College.

Pre-Requisites: A course in Epidemiology is a pre-requisite for both MCH I and MCH II.

COURSE DESCRIPTION

The purpose of this course is to provide an overview of maternal and child health issues, programs and trends. The course objectives are organized around the knowledge of health assessment and interventions for children and their mothers.

COURSE OBJECTIVES

1. Assess programs and services for low and high-risk women during the reproductive years.
2. Examine programs that facilitate and improve the health of newborns and children.
3. Describe school age health problems and programs.
4. Analyze adolescent health and risk-taking behaviors.
5. Summarize family planning and sexually-transmitted disease issues.
6. Identify causative and preventive factors of family violence.
7. Examine the issues of identification of and care for high risk infants and children.
8. Study programs and services for children with special health needs and problems.
9. Understand the organization and funding of maternal child health programs.
10. Trace the history of maternal and child health problems and programs in America.
11. Identify the strengths and limitations of the major sources of data for study of MCH issues.
12. Describe the cultural, racial, ethnic, educational and income level impacts on the health of mothers and children.

COURSE FORMAT

The first half of the course will present an overview of MCH focusing on the broad areas of pregnancy planning, perinatal health, child health, children with special needs, adolescent health, data availability and usage and nutrition. During the second half of the course each student will present a 15 minute comprehensive exposition about an MCH topic or issue to be selected from a list of timely subjects provided by the instructor. For this, students will work on teams to cover various aspects of a broad topic. This will be accompanied by a briefing paper on the same subject. The student will also be expected to keep a media journal.

COURSE REQUIREMENTS:

1. EXAMS:

There will be two exams, each worth 30 points. They will be essay exams. They will be filled with terrifying but thoughtful questions.

2. ORAL PRESENTATION:

Subject: See course format above. Do not select a topic that you have previously written about or focused on in your studies or your work.

Presentation: Must be limited to 10 minutes (time will be called then) with 5 minutes for questions and answers from the instructor and the audience. The presenter must be familiar with the following aspects of the topic as they relate to the State of Florida:

- A. Problem statement-appropriate data (and data source) and demographics. Progress on this subject in regard to the national goals for the year 2010 should be noted.
- B. Historical aspects.
- C. Epidemiology.
- D. Definition of terms.
- E. Relevant research on the issue.
- F. Political/social perspectives.
- G. Legal and ethical perspectives.
- H. Economic/budgetary considerations.
- I. Current policies—your proposed policies.

The simulated venue for the presentation will be a “legislative workshop” where the instructor will play the part of the whole legislative study committee. Presentations will be graded not only on the outline above but on your ability to “put across” your issue succinctly and forcefully. For that 15 minutes you are to be the world’s expert and primo advocate for that subject.

Feel free to use audiovisuals and computer-generated material with your presentation. You are responsible for seeing that appropriate A-V equipment is present. The oral presentation is worth 20 points.

3. **WRITTEN BRIEFING PAPER:** (Style: APA Manual)

This should be no longer than 20 pages, double-spaced. It should be a written back-up to the oral presentation but with more detail than one would want to present in order to have an effective oral presentation. A separate list of all references used should be turned in. Please keep a back-up copy of this paper for yourself. The briefing paper is worth 20 points and is due the day of the oral presentation.

For both the oral and written parts above, it is encouraged, nay expected, that the student use all resources possible to cover "all the bases" on the subject. This includes tapping any faculty, government or private resources that could contribute to your expertise in the area. Overall grading of the oral and written assignments above will be based on content, accuracy, thought, continuity of information and overall scholarly work. Use only scientific journals or textbooks as references for written material, the Web should only be used as a guide to these references. Oral input from faculty, etc., should be duly noted.

CLASS PARTICIPATION:

Active participation is encouraged and expected. It is essential that students read the reading assignments before each class. Class participation and media book entries may be used in determining a final grade if a student's grade is close to a grade level. This determination is at the sole discretion of the faculty member and is not negotiable.

CRITERIA FOR GRADING - SUMMARIZED:

GRADING SCALE:

EXAM I:	30 points	A= 90 - 100 points
EXAM II:	30 points	B= 80 - 89 points
ORAL PRESENTATIONS:	20 points	C= 70 - 79 points
PAPER:	20 points	D= 60 - 69 points

<u>Date</u>		<u>Instructor</u>	<u>Readings</u>	<u>Team Presentations</u>
August				
28	Orientation; MCH History	Mahan	Chap. 1, Book I	
September				
4	Labor Day – (Stay home and give birth)			
11	Mothers and Infants	Mahan	Chap. 3, Book I	
18	Child Spacing	Mahan	Chap. 4, Book I	
25	MCH Data	Resnick	Chap. 2, Book I	
October				
2	Nutrition	Mahan	Chap. 7, Book I	
9	Women's Health; Life Cycle	Mahan	Chap. 8, Book II	
16*	Child Health – Mid-Term Exam	Mahan	Chap. 5, Book I	
23	School Health; Photo Essay	Quinn	Chap. 6, Book I	
30	MCH Programs	Mahan	Chap. 9, Book II	Team I
November				
6	International Health	Richter, Coreil, Naik	Chap. 10, Book II	
13	Child Health Policy & Funding	Freedman	Chap. 11, Book II	
20	Children with Special Needs	Miner, Johnson	Chap. 12, Book II	Team I
27	Minority Health – Cultural Issues	Mahan	Chap. 13, Book II	Team I
December				
4	MCH – Hot Issues & Future	Mahan	Chap. 14, Book II	Team I
11	Final Exam			

