

**DEPARTMENT OF MATERNAL AND CHILD HEALTH
SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF ALABAMA AT BIRMINGHAM**

MCH 600: Issues in Maternal and Child Health

Instructor: Mary Ann Pass, MD, MPH, FAAP (passm@uab.edu)
Research Professor
Janice Gilliland, MA, MSPH, PhD (mjgill@uab.edu)
Research Assistant Professor

Participating MCH Faculty: Maja Altarac, PhD, MPH, MD
John Ehiri, MPH, MSc, PhD
Frank Franklin, MD, MPH, PhD
Russell Kirby, PhD, MS, FACE
Andrzej Kulczycki, MS, PhD
Beverly A. Mulvihill, PhD

Other Lecturers: Mary Blankson M.D. MPH
Angie Boy, MCH Doctoral Program
Brad Liam, PhD, Health Behavior
Sylvie Mrug, PhD, Psychology
Anne Turner-Henson, DSN
Pediatric Pulmonary Center Guests

Credit Hours: 3

Location: Ryals Public Health Building - Room 125

Time: Thursdays, 8:00-10:40 am

Dates: Fall 2007, begins August 23

Introduction/Description: The purpose of this course is to provide students with an overview of the health, social, economic and environmental issues currently affecting women of reproductive age, infants and children. The course will focus primarily on public health problems in the United States. This course is required of students seeking the Master of Public Health (MPH) degree in Maternal and Child Health (MCH). Other students interested in this area are encouraged to register.

Course Objectives: As a result of taking this course, students should be able to:

1. Describe normal patterns of development and identify the medical, environmental, behavioral and psychological influences on the health of women, infants and children.

2. Describe MCH-related epidemiological concepts, e.g., incidence, prevalence, secular trends, and be able to describe and interpret major sources of data on MCH available in the United States.
3. Describe the major health problems associated with pregnancy, infancy, childhood, adolescence, and the child-bearing years, including those of children with special health care needs.
4. Describe and evaluate an MCH problem within an appropriate public health framework.
5. Describe the rationale for an MCH focus in public health.

Evaluation: Student evaluation has four components.

1. Three written exercises on the presentation of an MCH Issues (45% total, 15% each exercise). Assignments are due Sept. 20, October 18 and Nov. 15.
2. Oral presentation of written exercises in small group setting (15% total, 5% each exercise).
3. Class participation (5%), may include oral and written in-class exercises, weekly quiz or a 2 page paper on reading assignments and lectures (10%).
4. Final examination (25%).

Grading:

1. Written exercises are read and graded independently by two reviewers. The final grade on each exercise is determined jointly by the two participating reviewers.
2. Small group presentation grades are given by discussion leaders and are based on participation, preparedness, clarity of presentation, and identification of key issues within the topic chosen.
3. Class participation grade includes class attendance, quizzes, familiarity with the text and the outside reading materials.
4. Letter grades assigned; A=90-100, B=80-90, C=<80-70, F<70.

Student Expectations:

1. Behavior in accordance with SOPH Values:
 - respect for every individual
 - positive, constructive and supportive behavior
 - appreciation for diversity

- open and honest communication
- integrity
- teamwork
- making a positive difference in the community
- excellence

2. School of Public Health Honor Code

The honor code can be found on the UAB SOPH website at:

<http://www.soph.uab.edu/default.aspx?id=844>

3. Other

- All absences must be excused.
- Students are to be on time.
- All assignments are expected to be turned in on time. Penalty for being late is automatically lower letter grade (e.g., -10 points for written exercises). Late assignments accepted at the discretion of the instructor.

Required Texts:

Kotch JB, (ed.). *Maternal and Child Health: Programs, Problems, and Policy in Public Health*. Sudbury, MA: Jones and Bartlett, 2005.

Additional Resources:

1. Wilcox LS, Marks JS, (eds.). *From Data To Action, CDC's Public Health Surveillance for Women, Infants, and Children*, DHHS, 1994. on line at CDC.gov: <http://www.cdc.gov/nccdphp/drh/dataact/index.htm>
2. Glossary of Terms and Acronyms, MCH Leadership Skills Training Institute <http://www.soph.uab.edu/mch-leadership/GLOSSARYVNov02.pdf>

Additional required readings will be posted on Webct or placed in the School of Public Health copy center.

Reference Style for Written Exercises: Full citations must be provided for all sources, including internet references. Reference style for citations should follow standardized APA format and will be discussed in class.

Content of Written Exercises: Topics covered in class are not eligible for the three written exercises. If you are unsure about your topic, discuss it with the instructors early. Report critical content and reviews as may be found in peer-reviewed journal articles. Fact-sheets from the internet are often not comprehensive enough nor scholarly enough to use, especially if you want to get a good grade. Always include the Healthy People 2010: Objectives for the Nation, where one exists for your topic. Include the source of data where we

have PH Surveillance for the problem. In writing, try to use action verbs, present tense. Pay special attention to MCH leadership and impact.

Disability Support Services: Any student with a disability that may need accommodations in order to successfully complete all requirements of (this) course should visit the Office of Disability Support Services, located in Room 516 of the Hill University Center, extension 4-4205. This office is responsible for registering students and in ensuring the University's compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Once registered, this office will then inform faculty members of all courses in which the student is enrolled of the student's status and the specific nature of any accommodations required. Any student requiring such accommodation should discuss this with the course master and assure that the appropriate correspondence is sent from the Office of Disability Support Services.

August 23, 2007

General Instructions for Written Assignments

This skill building assignment includes the type of instructions you will see with grant preparations or manuscript submissions. If instructions are not followed your work may be rejected.

- 1. Cover page with your name, date and title**
- 2. Title should reflect the content of your paper**
- 3. No name on text pages**
- 4. One inch margins**
- 5. Double spaced**
- 6. 12 point font (Arial or Times New Roman only)**
- 7. Use headings identified in the assignment instructions**
- 8. Start references on a new page**
- 9. Number pages**
- 10. Do not exceed page limit**
- 11. Reference and cover pages are not included in the page limit (i.e., they do not count)**
- 12. Please spell check and proof read**
- 13. No "problem lists" or lists of "differential diagnoses"**
- 14. Remember that a public health perspective is different from a medical one**

If you want your instructors to review your drafts, they must be turned in early, at the latest at the beginning of the class the week before assignment deadlines.

Class Assignment #1, due September 20

1. Select a problem affecting women of reproductive age or pregnant women, preferably one not addressed directly in class. Include public health surveillance data from national, state or local sources on the problem you have selected.
2. It is important to be careful in selection of the topic for your paper in that some topics lend themselves better to the public health framework than others. Certain topics may not be as clear or as easy to follow-up within the framework.
3. Write a 3-5 page paper *using the outline below* that provides a framework for evaluating public health problems. Treat the framework as an outline for your paper.

Define the problem: In only a few introductory sentences say why your issue is important for MCH. (*Why it is public health problem?*), You might say who is affected, in what way are they affected, how does this relate to their functioning, their utilization of services, or the cost of providing care?

Epidemiology: (*Give the facts*) In epidemiological terms, describe the population affected, incidence, prevalence, distribution in the population, and risk factors. Is the problem acute or chronic? **Cause:** Briefly describe what is known about etiology of the problem. May be biological or social or often both.

Prevention: Describe what is known about preventing the problem (***P.H. population prevention perspective not medical perspective***)

Treatment/Intervention: Describe what is known about available treatments or interventions, whether curative, palliative, whether therapy is well defined or speculative, and potential for success.

Resources, Programs or Services: Current availability and utilization of services/resources to prevent or treat the problem, *including national guidelines*. Year 2010 objectives here if pertinent.

MCH impact: Clarify effect of problem on women and children (if necessary), effect on critical periods of growth and development, potential for increasing vulnerability of women and children, potential for increasing MCH system costs, level of complexity related need for collaboration (involvement of multiple professions, agencies and sectors) in problem resolution.

Need for MCH leadership in problem recognition, clarification, public awareness, forging partnerships, and monitoring systems for quality and accountability. (*The place for your opinions and insight*)

Include at least **five peer-reviewed references** in standardized format. This can include surveillance data references.

4. Reports will be graded based on
 - effectiveness and completeness of discussion of the nine points in bold above (90%).
 - quality of writing & following directions, length, on time, content, etc. (10%)
5. Be prepared to discuss your problem on September 27, limiting discussion to 5 minutes. You may bring overheads to illustrate key points and/or one page fact sheet for fellow students. Keep in mind your time limit. No time for computer.

Class Assignment #2, due October 18

1. Select a problem affecting infants and young children. Include public health surveillance data from national, state or local sources on the problem you have selected.
2. It is important to be careful in selection of the topic for your paper in that some topics lend themselves better to the public health framework than others. Certain topics may not be as clear or as easy to follow-up within the framework.
3. Write a 3-5 page paper *using the outline below* for evaluating public health problems. Treat the framework as an outline for your paper.

Define the problem: In a ***brief*** statement say why your issue is this an important issue. (*Why it is public health problem?*), **who is affected**, **in what way** are they affected, how does this relate to their **functioning**, their utilization of services, or the cost of providing care?

Epidemiology: (*Give the facts*) In epidemiological terms, describe the population ***affected***, **incidence**, **prevalence**, **distribution** in the population, and **risk factors**. Is the problem acute or chronic?

Cause: Briefly describe what is known about etiology of the problem. May be biological or social or often both.

Prevention: *Describe* what is known about preventing the problem (***P.H. population prevention perspective not medical perspective***)

Treatment/Intervention: Describe what is known about available treatments or interventions, whether curative, palliative, whether therapy is well defined or speculative, and potential for success.

Resources, Programs or Services: Current availability and utilization of services/resources to prevent or treat the problem, including national guidelines. Year 2010 objectives here if pertinent.

MCH impact: **Clarify effect** of problem on women and children (if necessary), effect on **critical periods** of growth and development, **potential for increasing vulnerability** of women and children, potential for increasing MCH **system costs**, level of **complexity** related need for collaboration (involvement of multiple professions, agencies and sectors) in problem resolution.

Need for MCH leadership in problem recognition, clarification, public awareness, forging partnerships, and monitoring systems for quality and accountability. (*The place for your opinions and insight*)

Include at least **five peer-reviewed references** in standardized format. This can include surveillance data references.

4. Reports will be graded based on
 - effectiveness and completeness of discussion of the nine points in bold above (90%).
 - quality of writing & following directions, length, on time, content, etc. (10%)
5. Be prepared to discuss your problem on October 25, limiting your discussion to 5 minutes. You may bring overheads to illustrate several key points and/or one page fact sheet for fellow students. Keep in mind time limit. No time here for computer.

Class Assignment #3, due Nov 15

1. Select a problem affecting school-aged children and adolescents. Include public health surveillance data from national, state or local sources on the problem you have selected.
2. It is important to be careful in selection of the topic for your paper in that some topics lend themselves better to the public health framework than others. Certain topics may not be as clear or as easy to follow-up within the framework.
3. Write a 3-5 page paper *using the outline below* for evaluating public health problems. Treat the framework as an outline for your paper.

Define the problem: In a ***brief*** statement say why your issue is this an important issue. (*Why it is public health problem?*), **who is affected**, **in what way** are they affected, how does this relate to their **functioning**, their utilization of services, or the cost of providing care?

Epidemiology: (*Give the facts*) In epidemiological terms, describe the population affected, **incidence**, **prevalence**, **distribution** in the population, and **risk factors**. Is the problem acute or chronic?

Cause: Briefly describe what is known about etiology of the problem. May be biological or social or often both.

Prevention: Describe what is known about preventing the problem (***P.H. population prevention perspective not medical perspective***)

Treatment/Intervention: Describe what is known about available treatments or interventions, whether curative, palliative, whether therapy is well defined or speculative, and potential for success.

Resources, Programs or Services: Current availability and utilization of services/resources to prevent or treat the problem, including national guidelines. Year 2010 objectives here if pertinent.

MCH impact: **Clarify effect** of problem on women and children (if necessary), effect on **critical periods** of growth and development, **potential for increasing vulnerability** of women and children, potential for increasing MCH **system costs**, level of **complexity** related need for collaboration (involvement of multiple professions, agencies and sectors) in problem resolution.

Need for MCH leadership in problem recognition, clarification, public awareness, forging partnerships, and monitoring systems for quality and accountability. (*The place for your opinions and insight*)

Include at least **five peer-reviewed references** in standardized format. This can include surveillance data references.

4. Reports will be graded based on
 - effectiveness and completeness of discussion of the nine points in bold above (90%).
 - quality of writing & following directions, length, on time, content, etc. (10%)
5. Be prepared to discuss your problem on November 29, limiting your discussion to 5 minutes. You may bring overheads to illustrate several key points and/or one page fact sheet for fellow students, but keep in mind your time limit. No time here for computer presentations

MCH Competencies for MCH 600*

A. Scientific Basis

A.1. The major domestic and international causes of mortality and morbidity within MCH populations including differences between the United States and other developed and less developed countries.

A.8. Describe MCH problems in terms of time, magnitude/severity, scope, dispersion/location, and co-occurrence/co-morbidity

B. Methodological and Analytical Skills

B.2. Epidemiological concepts and descriptive epidemiology

B.3. The use of data to illuminate ethical, political, scientific, economic, and overall public health issues.

B.7. Prepare and interpret data from vital statistics, censuses, surveys, service utilization, and other relevant reports on the health of MCH populations, and have the ability to detect meaningful inferences from data and the translation of data into information.

C. Management and Communication Skills

C.3. The purpose, rationale, activities, and performance measures for existing major MCH programs.

C.12. Effective written and oral communication skills, including accurate and effective preparation and presentation of reports to agency boards, administrative organizations, legislative bodies, consumers, and/or the media using demographic, statistical, programmatic, and scientific information.

C.16. Effective and appropriate use of information technology, including but not limited to computer graphics and other software necessary for efficient program management and communication.

D. Policy and Advocacy Skills

D.2. Significant past and current national legislative mandates relevant to the development and delivery of maternal and child health services.

D.4. The organization and financing of health services in the United States and the position of MCH within the system.

D.10. Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.

E. Values and Ethics in MCH Public Health Practice

E.3. The philosophical concepts and rationale underlying the delivery of family-centered, comprehensive, community-based, and culturally competent MCH and public health services and programs, including recognition of community assets.

*Selected from ATMCH

Session # - Date	Issues Lectures (2007)	Gilliland and Pass
1 - Aug. 23	(Overview of MCH 600) What is MCH?	Pass
2 - Aug. 23	MCH Data Resources	Boy
3 - Aug. 30	Global MCH	Pass
4 - Aug. 30	Writing Assignments/Citations	Boy
5 - Sept.6	Maternal Mortality and Morbidity	Pass
6 - Sept.6	Reproductive Health	Kulczycki
7 - Sept.13	MDG's and Status of Women	Ehiri?
8 - Sept.13	Domestic Violence	Boy
9 - Sept.20	(Paper Due)(Maternal) Title V Programs	Pass
10 - Sept.20	Father's and Families	Brad Lian
11 - Sept.27	Birth Defects Epidemiology and Prevention	Kirby
12 - Sept.27	Paper Discussions (Maternal)	Faculty
13 - Oct. 4	Infant Growth and Development	Mulvihill
14 - Oct. 4	Vaccines Child Care	Pass
15 - Oct. 11	Child Care and Public Health	Mulvihill
16 - Oct. 11	Preventive Health Care	Blankson
17 - Oct.18	(Paper Due)(Infant) Disability, Chronic Disease	Mulvihill
18 - Oct.18	Chronic Respiratory Disease and Asthma	Turner-Henson
19 - Oct.25	Youth Mental Health	Sylvie Mrug
20 - Oct.25	Paper Discussion (Infant)	Faculty
21 - Nov.1	School Health	Gilliland
22 - Nov.1	Adolescent Growth and Development	Altarac
23 - Nov.8	Obesity	Franklin
24 - Nov.8	Risky Behaviors	Altarac
25 - Nov.15	(Paper Due)(Adolescent) Transition	PediatricPulmonaryCenter
26 - Nov.15	Transition continued	
27-Nov.22	Thanksgiving Holiday..(no class)	
28 -Nov. 29	Paper Discussion (Adolescent)	Faculty
29 - Nov. 29	Leadership/Advocacy/Change	Pass
Dec.6	Final exam scheduled	

