



**University of South Florida
College of Public Health
Department of Community & Family Health**

TITLE: PHC 6537---Maternal & Child Health II

MEETS: Fall Semester 2004
Monday, 6:00-8:50 pm

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TEXT: 1) Health Program Planning and Evaluation. Issel. Jones & Bartlett
Publishers. 2004. (Available in HSC Bookstore).
2) Readings from USF Library, WWWeb, and occasional handouts.

PRE-REQUISITES: MCH I (absolute) and all 5 COPH core courses (preferable).

COURSE DESCRIPTION:

This course is a case-based, skill-building learning experience intended as a capstone course for learners with a primary interest in the many career paths available in maternal and child health (MCH). The content deals with women's health across the life-span but focuses on pre-pregnancy, pregnancy and children from birth to age 18. The learner will build upon knowledge from previous courses and experience to effectively analyze MCH cases representing today's most pressing health problems. Analyses will be from a population and ecological basis with a focus on prevention.

COURSE FORMAT:

The early weeks of the course will be spent introducing or reviewing tools that MCH professionals will find useful in analyzing cases by assessment, policy and program development and assurance of results.

Cases will be assigned each week at which time a list of the public health issues in the case will be made. Based on that list the student will be required to research and answer specific questions about the case, to be handed in for grading at the next class period. Each class will be spent with one student discussing the details of their solution to the case discussed at the end of the previous class period. Each student will be expected to hand in their own individual paper at the end of each class with notes made during class that include ideas and issues in addition to the student's research. Often, state and national MCH experts will join the class to critique the students' solutions to the case problems.

COURSE OBJECTIVES:

For each case the learner will receive a list of questions to be answered by the next class period. Examples of the kinds of assigned questions are listed below:

1. **ASSESSMENT:**

- a) Describe the epidemiology of the problem from a local, state, national and global perspective for the year stated in the case. This should include the priority (seriousness) of the issued in relation to other public health problems. G.I.S. displays are valuable. Include for each case any evidence-based information from the CDC Community Guide and the Cochrane database. Also, give the goals for the year 2010 and the relative rank of the problem or problems in the Foege/McGinnis "Actual Causes of Death." (JAMA)
- b) List the social, economic, educational, environmental and other factors contributing to this problem and any and all other related issues and describe the interactions and connections of all the above.
- c) Discuss the personal and societal consequences, including cost of not addressing this issue.
- d) Outline the status of available screening tests for this problem and the extent of their use, or, if they are not effectively used, why.
- e) Describe sources of data you used to research this problem, including data availability, ease of access and gaps.
- f) List any hereditary or genetic components of this health problem.
- g) Describe any reproductive or child development problems related to this issue.



1. **POLICY & PROGRAM DEVELOPMENT:**

- a) What is Florida law (or policy or rule) on this issue and does it need to be changed?
- b) Historically, what specific efforts have been made to solve this problem, if any? What succeeded and what failed?
- c) What are practitioner issues and responsibilities (public and private) involving this problem?
- d) Are there groups or populations you could target for interventions that would have the highest impact?
- e) Use tailored social marketing to reach affected groups.
- f) Effectively use the workplace for screening and prevention
- g) Are there people and institutions outside of the usual health and health-care groups that need to be involved in solving this problem?
- h) What is the fiscal impact to state government in trying to put your program in place? Local hot spots? Statewide?
- i) Describe an approach to elected officials at the local/and or state (and occasionally national) if one is needed to address this problem including funding proposals. Is this a political “hot potato”?
- j) List any allies, coalitions, interest groups that could be of support to you in attacking this problem.
- k) Describe any legal, human rights, values, ethical or justice issues that might arise by addressing (or not addressing) this problem.
- l) Describe a plan for communications and/or risk management for this problem if needed.
- m) Describe any insurance issued involved.
- n) Describe any mandates needed or mandates existing that need to be removed.
- o) List new data sources needed to more effectively address this problem in the future.
- p) List new research projects needed to better address this problem including those areas where an evidence base is not currently present.
- q) What are leadership skills needed to make this change?
- r) Where would you go to fund your program?

2. **ASSURANCE:**

- a) Evaluation planning—when and how?
- b) Case studies.
- c) Process and outcome data-feeding back to the community, providers and funders.



REFERENCES:

The learner will list at least five significant references that she/he thinks are most authoritative and relevant to each case. These need to come from the following peer-reviewed journals (1999 to present—the more recent, the better):

1. New England Journal of Medicine
2. JAMA- Journal of the American Medical Association
3. Lancet
4. American Journal of Public Health
5. Public Health Reports
6. Maternal and Child Health
7. Pediatrics
8. Obstetrics and Gynecology
9. American Journal of Obstetrics and Gynecology

GRADING:

The class will not be graded on a curve. Each weekly paper will be returned by the professor the next week and graded on a scale of 0 to 100 points. All scores will be averaged for a final grade. There will be no mid-term or final exam. All work must be done by the individual learner.

GRADING SCALE:

- A = 90-100 Points
- B = 80-89 Points
- C = 70-79 Points
- D = 60-69 Points
- F = 59 Points or below