

**College of Public Health and Health Professions**

**PHC 6937**

**Maternal and Child Health: Problems, Programs and Policies**  
**Monday, 9:35AM-11:30AM and Wednesday, 12:50PM-1:40PM**  
**Room G201, HPNP Building**

**Fall, 2007**  
**Syllabus**

**Instructor information**

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**Course purpose and overview**

This course has two fundamental purposes. The first purpose is to develop a working knowledge of the health issues facing mothers and children, primarily in the United States. The course will begin with a review of the history of maternal and child health problems and interventions during the past two centuries, as well as an examination of health disparities among mothers and children. Following this introduction to key elements/issues in the field, the course will cover the major health problems, programs, and policies of the different groups of women and children usually included under the umbrella term, MCH. The second purpose is to provide opportunities to integrate this MCH content with public health skills as they are applied in practice situations. The role of data in understanding and addressing maternal and child health problems and the importance of evidenced-based practice will be emphasized throughout the course.

**Objectives**

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

1. Describe historical roots and contemporary structure of maternal and child health services in the United States.
2. Identify and discuss major health problems of mothers and children and their key determinants
3. Describe the major programmatic and policy interventions developed to address the health problems identified above
4. Analyze one specific MCH problem in-depth and propose recommendations for addressing this problem in the future.

## Students

This course was developed primarily for second year MPH students who have taken all five of the MPH core courses and are exploring the option of a career in MCH. Other students may join the class with permission of the instructor.

## Format

The course is offered in a two hour block on Mondays and a one hour session on Wednesdays. Content is covered through readings, presentations, and discussions. Students, the course instructor, and guest instructors will lead the classes.

## Requirements

1. **A paper, no longer than 20 pages, on an MCH problem of the student's choice.** This will be an analytic paper in which the selected health problem, its significance and determinants will be described; key interventions, their effectiveness, and impediments to effectiveness and policy implications will be reviewed; and recommendations derived from the analysis will be presented. The paper will be developed in two parts. The first part, the analysis of the problem itself will be due October 17. The second part, addressing interventions and recommendations, will be due December 5. Specific guidelines for the paper will be distributed early in the semester.
2. **MCH provider site visit and county commissioner report and presentation.** Students will choose a local maternal and child health provider to visit, conduct an assessment to identify the most pressing need of the population served, and determine how much it will cost to address the need. Students will prepare and present a report to the class (in it's newly acquired role as the county commission) requesting funding on behalf of the MCH provider. These presentations are scheduled for the last two weeks of classes. Students may work in pairs on this project and are expected to attend a County Commission meeting and review the Alachua County adopted budget to prepare for their presentations.
3. **Class leadership.** Each student will have responsibility for leading the discussion in one of the child health classes. This responsibility will involve reading three articles published within the past three years and discussing them in relation to the assigned readings while leading the assigned class.

## Class participation

Consistent with the spirit of graduate education and the interactive nature of public health practice, students are expected to participate fully in every class session. Participation will not constitute a percentage of the grade. Rather, it will be considered on a pass/fail basis and will be used to increase or decrease grades at the margin.

## Readings

The textbook for the course is:

Kotch, Jonathan B., ed. *Maternal and Child Health: Programs, Problems, and Policy in Public Health, Second Edition*. Boston: Jones and Bartlett Publishers. 2005.

Additional readings will be assigned from current refereed literature, books, and reports in the MCH field.

## **Grading**

The final grade will be composed of the following:

|   |  |     |
|---|--|-----|
| Paper                                       |  |     |
| Problem analysis                            |  | 25% |
| Final report                                |  | 25% |
| Class leadership                            |  | 20% |
| County commissioner report and presentation |  | 30% |

Final letter grades will be assigned according to the following scale:

|    |        |
|----|--------|
| A  | 90-100 |
| B+ | 85-89  |
| B  | 80-84  |
| C+ | 75-79  |
| C  | 70-74  |
| D  | 65-69  |
| E  | <65    |

## **Academic Integrity**

Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University web site. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

## **Class Attendance**

Students are responsible for all information presented in class, regardless of your attendance.

## **Accommodations for Students with Disabilities**

To obtain academic accommodations, first register with the Dean of Students’ Office. The Dean of Students’ Office will provide documentation to be given to the course instructor at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students’ coursework.

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**Schedule**

| <b>Week</b> | <b>Dates</b> | <b>Topics</b>  | <b>Speaker</b>       |
|-------------|--------------|--|----------------------|
| 1           | 8/27         | Introduction and overview of the course; Tour of NICU  | Peoples-Sheps, Garel |
|             | 8/29         | History and structure of maternal and child health services in the United States ( <i>class in room G301</i> ) | Peoples-Sheps        |
| 2           | 9/3          | Labor Day – No Class   |                      |
|             | 9/5          | Current health status of mothers and children; Overview of Paper   | Peoples-Sheps        |
| 3           | 9/10         | Global health of mothers and children  | McKune               |
|             | 9/12         | Discussion; Overview of County Commission Report project   | Garel                |
| 4           | 9/17         | Perinatal health problems and issues   | Peoples-Sheps        |
|             | 9/19         | Preconceptional care and family planning ( <i>class in room G301</i> )   | Peoples-Sheps        |
| 5           | 9/24         | Prenatal care  | Peoples-Sheps        |
|             | 9/26         | Healthy Start  | Ackerman             |
| 6           | 10/1         | Using data for MCH decisions   | Sappenfield          |
|             | 10/3         | Discussion   | Garel                |
| 7           | 10/8         | Environmental health issues for children   | Freeman              |
|             | 10/10        | Discussion   | Garel                |
| 8           | 10/15        | Toddlers and preschool age children  | Students             |
|             | 10/17        | School-age children  |                      |
|             | 10/17        | Problem analysis due (Part 1 of course paper)  |                      |
| 9           | 10/22        | Adolescents  | Students             |
|             | 10/24        | Interventions for children and adolescents   |                      |
| 10          | 10/29        | Medicaid and Children/Discussion   | Hall/Garel           |
|             | 10/31        | MCH programs that work – Friendly Access   | Garel                |
| 11          | 11/5         | APHA – No Class  |                      |
|             | 11/7         |  |                      |
| 12          | 11/12        | Veteran’s Day – No Class   | Garel                |
|             | 11/14        | Advocacy in behalf of mothers and children   |                      |
| 13          | 11/19        | Children with Special Health Care Needs  | Horkey               |
|             | 11/21        | Discussion   | Garel                |
| 14          | 11/26        | Student Presentations  |                      |
|             | 11/28        |  |                      |
| 15          | 12/3         | Student Presentations  |                      |
|             | 12/5         |  |                      |
|             | 12/5         | Final Paper Due (Revisions to Part 1 and all of Part 2)  |                      |

Holidays: 9/3 Labor Day, 11/12 Veteran’s Day