

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6530 Public Health Issues of Mothers and Children (3 credit hours)
Spring: 2021
Delivery Format: Online

Instructor Name: Julie Moderie, MPH
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Office Hours: By appointment
Preferred Course Communications: email

Prerequisites

Course is designed for second year MPH students, but other majors and academic levels may be approved at discretion of instructor.

PURPOSE AND OUTCOME**Course Overview**

The first purpose of the course is to develop a working knowledge of key public health issues affecting mothers, children, and families, primarily in the United States. Following an introduction to key organizational and financing issues in the field, the course focuses in greater depth on major public health problems, and specific local, state, and federal programs and policies that have been implemented to address them. The second purpose is to provide opportunities to integrate this population-specific content with public health skills as they are applied in practice situations. The role of data in understanding and addressing public health problems, and the importance of evidenced-based public health practice are emphasized throughout the course.

Course Objectives and/or Goals

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

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

Instructional Methods

Consistent with the spirit of graduate education and the interactive nature of public health practice, students are expected to attend and participate fully in every class session. Each person's frequency and quality of contribution to the class discussion will be assessed and reflected in the class participation score. Students are expected to answer and ask questions, make comments, and join in discussion. If you cannot attend a class it is important that you inform your professor in advance. Excessive unexcused absence will result in recommending that you withdraw from the course.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic
1	1/13	INTRODUCTION TO COURSE AND HISTORY OF MCH
		Learning Objectives: <ul style="list-style-type: none"> - Define basic MCH terminology, its impact on public health, and trends - Understand main components of maternal and child health - Understand the development of maternal and child health as a public health issue
		Readings: Caring for Infants – Then & Now
		Assignment: Why is maternal and child health important to the field of public health?
2	1/20	MCH INDICATOR DATA AND COURSE PAPER STRUCTURE
		Learning Objectives: <ul style="list-style-type: none"> - Define periods between preconception and Interconception - Understand MCH indicator data and where to locate data - Knowledge of rates for the Nation and Florida
		Readings: <ul style="list-style-type: none"> - Vital Statistics Report – Births Data for 2019 - Vital Statistics Report – Infant Mortality Data for 2018
		Assignment: Perinatal Health Data Analysis
3	1/27	MCH BUREAU AND FL. DEPARTMENT OF HEALTH (ALACHUA CHD VIRTUAL VISIT)
		Learning Objectives: <ul style="list-style-type: none"> - Understand the mission, approach and goals of the MCH Bureau - Knowledge of MCHB Programs - Knowledge of MCH Block Grant funding and accountability measures - Knowledge of programs provided by the FL Dept. of Health
		Readings: <ul style="list-style-type: none"> - Enhancing Medicaid Benefits by Extending 12 Months Postpartum
		Assignment: What part of the lifespan interests you the most and why?
4	2/3	HIV/AIDS DURING PREGNANCY AND TOBACCO USE DURING PREGNANCY
		Readings: <ul style="list-style-type: none"> - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6134567/ - https://www.drugabuse.gov/publications/research-reports/tobacco-nicotine-e-cigarettes/nicotine-addictive - https://www.hhs.gov/sites/default/files/2020-cessation-sgr-factsheet-key-findings.pdf
5	2/10	INFANT CARE AND NUTRITION PROGRAMS
		Readings: Annual Report and Impact Paper
6	2/15 *Monday @ 2pm	SUBSTANCE USE DURING PREGNANCY
		Readings: <ul style="list-style-type: none"> - Substance Use 2021 – Healthy Start Tip Sheet - Substance Use Disorder – Healthy Start White Paper

7	2/24	COURSE TOPIC – PART 1 PAPER AND PRESENTATION
8	3/3	INFANT NUTRITION: BREASTFEEDING
		Readings: <ul style="list-style-type: none"> - AAP – Breastfeeding and the Use of Human Milk - USBC – Core Competencies in Breastfeeding Care and Services - USBC – Statement on Marketing of Human Milk Substitutes - Breastfeeding History - ACOG – Committee Opinion - Executive Summary – Surgeon General’s Call to Action to Support Breastfeeding - Innocenti Declaration - It’s Only Natural – Breastfeeding is great for babies and moms - It’s Only Natural – It takes a village - It’s Only Natural – Infographic - It’s Only Natural – Making breastfeeding work for you - Making the Code Work
9	3/10	MATERNAL MORTALITY PREVENTION AND REDUCING HEALTH DISPARITIES: SHARED DECISION MAKING
		Readings: <ul style="list-style-type: none"> - Levels of Maternal Care 2019 - PAMR 2018 Update - Severe Maternal Morbidity Screening and Review - Maternal Mortality – Healthy Start White Paper - Racial and Ethnic Disparities in Obstetrics and Gynecology - Achieving Health Equity: A Guide for Health Care Organizations - Overcoming Implicit Bias
10	3/17	HOME VISITING PROGRAMS
		Readings: National Home Visiting Resource Center – Exploring Home Visiting’s Unmet Need
11	3/24	CHILDHOOD OBESITY AND PEDIATRIC PULMONARY DISEASE
		Readings: TBD
12	3/31	PERINATAL MENTAL HEALTH
		Readings: <ul style="list-style-type: none"> - Perinatal Depression – Healthy Start White Paper - Postpartum Depression – Healthy Start Tip Sheet
13	4/7	PEDIATRIC IMMUNIZATIONS AND INFANT/CHILD SAFETY
		Readings: <ul style="list-style-type: none"> - Coping with Crying – Healthy Start Tip Sheet - Home Safety Checklist – Healthy Start Tip Sheet - Infant Safety – Healthy Start Tip Sheet - Safe Sleep – Healthy Start Tip Sheet
14	4/14	COURSE TOPIC – PART 2 PRESENTATIONS
15	4/21	COURSE TOPIC – PART 2 PRESENTATIONS
16	4/28	COURSE TOPIC – PART 2 PAPER

Course Materials and Technology

Required readings are listed on the Topical Outline/Course Schedule and can be found on the course e-learning site.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Attendance and Class Participation.** Consistent with the spirit of graduate education and the interactive nature of public health practice, students are expected to attend and participate fully in every class session. Each person's frequency and quality of contribution to the class discussion will be assessed and reflected in the class participation score. Students are expected to answer and ask questions, make comments, and join in discussion. If you cannot attend a class it is important that you inform your professor in advance. Excessive unexcused absence will result in recommending that you withdraw from the course.
2. **MCH and Public Health.** Written response on the importance of maternal and child health in the field of public health.
3. **Perinatal Health Data Analysis and Presentation.** Create tables and charts utilizing MCH data and report on findings.
4. **Lifespan Interests.** Written response on what part of the lifespan interests you the most and why.
5. **Course Topic Analytic Paper on one public health problem of mothers, children, and/or families.** This paper will address one MCH problem from a public health perspective, including significance and determinants; key interventions, effectiveness, and impediments to effectiveness; and recommendations derived from the preceding analysis. The paper is developed in two parts: part 1, analysis of the problem and part 2 addressing interventions and recommendations. Specific guidelines for the paper will be distributed early in the semester. Topics must be approved by the course instructors.
6. **Course Topic Presentations.** These presentation will follow the same format as the paper. Part 1 will be pre-recorded and submitted on the course site for the other students to watch. Part 2 will be presented live at the end of the semester.

Grading

Requirement	Due Date	Points
Class Participation		10
Class Assignments		20
MCH and Public Health	1/20/2021	5
Perinatal Health Data Analysis	1/27/2021	10
Lifespan Interest	2/3/2021	5
Course Paper – Part 1		35
Presentation	2/24/2021	5
Written Paper	2/24/2021	30
Course Paper – Part 2		35
Presentation	4/14/2021	5
Written Paper	4/21/2021	30
Total Points		100

Point System:

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

Late work will not be accepted unless discussed and approved by instructor in advance.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance will be taken at the beginning of each class and when class resumes after a break.

Students are required to have their camera on during class. First and last name should be used as the student's Zoom display name.

It is expected that students notify the instructor if they will arrive late, need to leave early or be absent from class.

Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to attend every class with their camera turn on and actively participate in the discussion.

Communication Guidelines

https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as

possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu