Foundations in Maternal and Child Health, HBHE 606
Class Number 10874
Fall Term, 2002

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Teaching Assistant: Sarah Hutto
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Time: Monday and Wednesday 11:30am-1:00pm
Location: 3040 SPH I

OVERVIEW OF COURSE:

Course description
This course introduces students to maternal and child health, with primarily a domestic focus. Students will gain an understanding of key health issues for MCH populations. The course also covers policy and programmatic issues related to MCH.

Course Objectives
Upon completing this course, a student should be able to:
1. identify and describe MCH developmental phases.
2. understand the life course approach to the etiology of adult chronic disease.
3. identify the major health problems affecting this population and be able to critically discuss the issues related to those problems.
4. locate data on MCH problems and populations.
5. identify key indicators in MCH and critically discuss measurement and monitoring.
6. identify and critically discuss the limitations of key MCH data sources.
7. identify and understand the key U.S. programs and policies in the area of MCH.

General information
My office is in the Dept. of HBHE, M5015. Office hours are by appointment. Please feel free to stop by with brief questions but it may be easier to e-mail me with your availability so that we can set aside time for a discussion. As a general rule, if you have any questions about the course, do not hesitate to contact me. The teaching assistant will also have office hours which will be announced at the start of the term.

Readings
There is no textbook for this course. Much of the material is also available in PDF format on the course website. There are two different packets of readings available for purchase at Dollar Bill. One packet contains all the readings. The other (smaller) packet contains only those readings not available to you on the course tools web site. Two sets of the complete readings and two sets of supplemental readings have also been placed on reserve in the library. If you are unable to access these materials for any reason, please let me know immediately, since you are responsible for the material covered. Lecture notes will be distributed at the start of each session.

Grading
The final grade will be constructed as follows:

Student presentation on selected MCH topic 25%
Web board posting on selected MCH topic 10%
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation on MCH block grant</td>
<td>10%</td>
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<tr>
<td>Class attendance and participation</td>
<td>5%</td>
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<tr>
<td>Take-home exam</td>
<td>50%</td>
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</table>

Regular attendance and participation is expected in this course and contributes to your grade (5%).
Assignments

All assignments are expected to be handed-in before 5 PM on the day they are due. Papers late without permission will be given a lower grade. Requests for permission to hand in a late paper must be submitted in writing. All requests for permission to hand in late papers must include the date on which you will hand it in.

There are four assignments in this course. You will receive additional information on each assignment. The assignments are briefly described below:

1) A group presentation on a selected MCH topic.

You will be provided with a list of topics and articles corresponding to those topics. Articles for each area will be included in all packets. A sign up sheet will be circulated for students to select their first, second, and third choice of topic area. Most of the topic areas cut across the stages of development of the maternal and child health population (fetus, infant, child, adolescent, woman) and an effort will be made to provide at least one article for each stage of development.

After students are assigned to a topic area, all students in the group should read all articles assigned for the topic. The presentation does not need to cover all of the articles but must include at least 4 of the assigned articles. Students are expected to work together to prepare a presentation that is coherent and professional. The student group should also prepare discussion questions to facilitate the discussion period with those students not presenting about the topic. Students are expected to develop discussion questions in advance of the presentation. Each group should schedule a time to meet with me at least one week prior to the presentation to go over your ideas.

You will have 5 minutes for set-up time and 25 minutes for presentation/discussion.

Your grade will be based partially on the performance of the group as a whole and partly on your role.

Due Date: Students will select topics and dates in the first week of class.

1. Immunization
2. ADHD
3. Nutrition
4. Asthma
5. Injury
6. Substance abuse
7. Sexually transmitted infections
8. Health care
9. Newborn screening

2) Web board posting on selected MCH topic.

Once during the course of the term, students who are not presenting on the selected MCH topic of the day will be required to obtain some relevant information (e.g. research article, fact sheet, newspaper article, paper presented at a conference, etc.) on that topic in order to insure that there is an informed discussion. These postings cannot be based solely on information gleaned from websites but websites may be used to identify the reference.

When posting the selection, students should:

- List the complete title of the material to be posted with the author, publication source, and date of publication (list volume number if applicable.)
- Write two to three brief paragraphs describing how the material you have listed in the posting contributes to the day’s discussion of the selected MCH topic. If the topic involves a controversy, try to use the selection you post to contribute to the discussion of that controversy. The actual article, fact sheet, etc. does not have to be posted.
- You will sign up for your special topic posting dates in class after you have selected your presentation/written assignment topic (it cannot be the same topic.)

Due Date: Students will required to post their selection of additional material on the class website at least one day prior to the class in which the topic will be covered.
3) MCH Title V State Block Grant Review discussion.

This will be done as a group project with students working in groups of 5 or more students. I will assign students to each group. There is no written portion to this assignment. Each group will read and assess a different component of the MCH Title V State Block Grant application provided by me. A worksheet to assist students in evaluating the grant will be provided. In preparing their assessment of the particular grant component, students will be expected to gather other information in addition to what is provided by the state in the grant.

**Due Date:** Class discussions of the grant are scheduled for 11/18/02 and 11/20/02.

4) An open book take home examination assessing a key indicator in MCH.

Focusing on a key MCH indicator of your choice, the examination will include questions on a number of issues with regard to measurement of the indicator. You will also be asked to locate, tabulate, and summarize the most recent data available with regard to monitoring of that indicator on a national, state, and local level. (Students may choose the state and local unit.)

**Due Date:** The examination will be distributed on November 25th and is due by 5 pm on December 11th.
<table>
<thead>
<tr>
<th>Week Number</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>September 4</td>
<td>Introduction</td>
<td>Farel and Kotch, Chapter 6, pp. 115-125 Telfair and Kotch, Chapter 7, pp. 147-156 Knopf and Gordon, Chapter 8, pp. 173-198</td>
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<tr>
<td></td>
<td></td>
<td>a. What is MCH?</td>
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<td>b. Overview of phases of development</td>
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<td>c. Organization of the course</td>
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<td>d. Growth and development</td>
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<td>September 9</td>
<td>No readings. (Catch up on last week’s readings!)</td>
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<td></td>
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<td>Epidemiology background</td>
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<td>Data issues in MCH</td>
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<td>September 11</td>
<td>Infant Health</td>
<td>Hoyert, Freedman, Strobino, and Guyer, 2001</td>
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<td></td>
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<td>a. Infant mortality</td>
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<td>b. Low birth weight</td>
<td>Johnson, 1999</td>
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<td>c. Birth defects</td>
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<td>Week 3</td>
<td>September 16</td>
<td>Immunization</td>
<td>Abramson et al, 2002</td>
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<td>Student presentations</td>
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<td></td>
<td>September 18</td>
<td>Guest lecture: Dr. Edith Kiefer, HBHE (Diabetes)</td>
<td>None.</td>
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<td>Week 4</td>
<td>September 23</td>
<td>ADHD</td>
<td>LeFever et al, 1999</td>
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<td>Student presentations</td>
<td>Farel and Kotch, Chapter 6, pp. 128-130 (IDEA)</td>
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<td></td>
<td>September 25</td>
<td>Nutrition</td>
<td>Caballero, 2001</td>
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<td>Student presentations</td>
<td>Alaimo et al., 2001</td>
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<td>Week 5</td>
<td>September 30</td>
<td>NO CLASS – SCHOOL SYMPOSIAN</td>
<td>Strachan, 2000</td>
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<td>October 2</td>
<td>Asthma</td>
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<td>Student presentations</td>
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<td>Week 6</td>
<td>October 7</td>
<td>Guest lecture: Dr. Edith Parker, HBHE (Asthma)</td>
<td>None.</td>
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<td>October 9</td>
<td>Injury</td>
<td>Deal et al., 2000</td>
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<td>Student presentations</td>
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<td>Week 7</td>
<td>October 14</td>
<td>NO CLASS – STUDY BREAK</td>
<td>Kim et al, 1998</td>
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<td>October 16</td>
<td>Substance Abuse</td>
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<td>Student presentations</td>
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<td>Week 8</td>
<td>October 21</td>
<td>Sexually transmitted infections</td>
<td>Santelli et al, 2000</td>
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<td></td>
<td>Student presentations</td>
<td>Farel and Kotch, Chapter 6, pp. 137-138 (AIDS/HIV)</td>
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<td>October 23</td>
<td>MCH Programs and Policy</td>
<td>Margolis, Cole and Kotch, Chapter 2, pp. 19-43</td>
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<td></td>
<td></td>
<td>a. History</td>
<td>Hutchins, 1997</td>
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<td></td>
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<td>b. Current</td>
<td>Lesser, 1985</td>
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<td></td>
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<td>c. MCH Public Health Functions</td>
<td>Dievler, Guyer, and Grason, 1997</td>
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<td>Week 9</td>
<td>October 28</td>
<td>Health Care</td>
<td>Edmunds et al, 2000</td>
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<td>Student presentations</td>
<td>Grason and Morreale, 1997</td>
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<td>October 30</td>
<td>MCH Title V State Block Grant guidance overview, including needs assessment</td>
<td>Fact Sheet: Title V (SSA)</td>
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<td>Fact Sheet: MCHB Organizational Chart</td>
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<td>Title V: An Introduction (pp1-7).</td>
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<td></td>
<td>Title V: A Snapshot of MCH, 1997 (pp. 11-19).</td>
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<td>Week 10</td>
<td>November 4</td>
<td>Newborn Screening</td>
<td>Newborn Screening Task Force Report, 2000: Executive Summary of Blueprint for the Future</td>
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<td>Student presentations</td>
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<td></td>
<td>November 6</td>
<td>Guest lecture: Genetics and MCH</td>
<td>None.</td>
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<td>Week 11</td>
<td>November 11</td>
<td>Lab session for group project. Instructor and TA in class.</td>
<td>None.</td>
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<td></td>
<td>November 13</td>
<td>Lab session for group project. Instructor and TA in class.</td>
<td>None.</td>
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<tr>
<td>Week 12</td>
<td>November 18</td>
<td>MCH Title V State Block Grant Review Presentations</td>
<td>None.</td>
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<td>November 20</td>
<td>MCH Title V State Block Grant Review Presentations</td>
<td>None.</td>
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<tr>
<td>Thanksgiving</td>
<td>November 27</td>
<td>Lab session for take home final. Instructor and TA in class.</td>
<td>None.</td>
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<td></td>
<td>December 11</td>
<td>Development of a contemporary perinatal health framework</td>
<td>None. Take Home Final due</td>
</tr>
</tbody>
</table>

*Readings available in PDF format at course tools web site.*
READINGS
There are three categories of readings listed here: required readings, topic area readings, supplemental readings. I have organized them within each category by the lecture/topic area. Please note in some cases you are not assigned the entire chapter/article to read but only selected pages. You may, of course, wish to read the entire reading but are not required to do so in these cases. There are also a few readings which are assigned more than once or are overlapping in pages; this is not an error but occurs because some issues are cross cutting and relevant to more than one lecture/topic area.

1. Required Readings
All students in the course are expected to read the required articles assigned to the course sessions. A few sessions do not have required readings assigned.

Introduction: Growth and Development (09/04/02)


Epidemiology background/ Data issues in MCH (09/11/02)
No required readings.

Infant Health (09/11/02)


Immunization (09/16/02)

Attention-Deficit Hyperactivity Disorder (09/23/02)


Nutrition (09/25/02)


Asthma (10/2/02)

Injury (10/09/02)

Substance Abuse (10/16/02)
Sexually Transmitted Infections (10/21/02)

MCH Programs and Policy (10/23/02)


Health Care (10/28/02)


MCH Title V Block Grant (10/30/02)
Maternal and Child Health Bureau, HRSA, 1999:
1. Fact Sheet: Title V (SSA)
2. Fact Sheet: MCHB Organizational Chart
3. Title V: An Introduction (pp1-7).
4. Title V: A Snapshot of MCH, 1997 (pp. 11-19)

Newborn Screening (11/4/02)

Key Indicators in MCH (11/25/02)


America’s children 2002.
Children with Special Health Care Needs, Hearing Loss as an Example (12/2/02)


Perinatal Systems (12/4/02)


A Lifecourse Approach to the Etiology of Adult Chronic Disease (12/9/02)


2. Topic Area Readings
Students who are in the group leading the discussion on the topic are expected to read all of the articles listed for each selected topic area. In most cases, there are four articles but occasionally a longer list of articles will be provided. The group need only select a total of four articles. The rest of the students are expected to read at least 2 of the articles in order to facilitate discussion. To ensure that all of the articles are read by at least some of the class, you will be assigned to Group A or B (based on your last name). Students in Group A will be expected to read two of the “A” articles and students in Group B will read two of the “B” articles for that week’s presentation.

Immunization (09/16/02)


**ADHD (09/23/02)**


(editorial to accompany Zito et al, 2000)


**Nutrition (09/25/02)**


(editorial to accompany Hediger et al and Gillman et al)


**Asthma (10/2/02)**


**Injury (10/9/02)**


**Substance Abuse (10/16/02)**


**Sexually transmitted infections (10/21/02)**


**Health Care (10/28/02)**


Newborn Screening (11/4/02)


3. Supplemental Readings

These readings will not be included in the packet for purchase but will be on reserve in the library. These are provided for your interest and to assist you with project and the exam as needed.

Introduction

Infant Health


Immunization


Nutrition


Asthma


Sexually Transmitted Infections


Key Indicators in MCH
Newborn Screening

Children with special health care needs