

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6630

Foundations of MCH Leadership

Fall 2018

Credits:	3
Meeting Days:	Lectures online; in-class meeting days on Thursdays
Meeting Time:	11:15 -1:10
Meeting Place:	Moos Health Sci Tower 2-118
Instructor:	Zobeida Bonilla, PhD, MPH
Office Address:	WBOB 332
Office Phone:	612-626-1733
Fax:	612-624-0315
E-mail:	zbonilla@umn.edu
Office Hours:	Th after class and by appointment

I. Course Description

This course is designed to orient you to maternal and child public health. This will be accomplished through an examination of historical and current principles, programs, policies, and practices related to these populations. Historically, MCH has focused on children and their mothers. However, today MCH emphasizes women's health beyond their reproductive and parenting roles, and it also emphasizes families as the critical social context influencing children's health and development. This course is also designed to promote MCH Competency & Leadership through the integration of core MCH content and public health skill development.

Acknowledgments

The contents of PubH 6630 have been developed with the contributions of numerous instructors. Dr. Zobeida Bonilla, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors include Dr. Charles Oberg and Dr. Joan Patterson who had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

II. Course Prerequisites

This course is designed specifically for MCH majors in their first year in the MPH program

III. Course Goals and Objectives

1. Demonstrate a basic understanding of the key principles & programs of MCH in the U.S. today.
2. Be familiar with the legislative and historical basis of MCH programs in the U.S., and the core public health functions and essential services needed to ensure the health of MCH populations.

3. Understand and be able to apply both a human development-life course perspective and an ecosystems perspective to defining and addressing health problems of MCH populations.
4. Assess the social, cultural, economic and political factors that contribute to disparities in the health status of MCH populations.
5. Become familiar with the concepts of needs assessment and evaluation of MCH programs
6. Discuss advocacy and effective public policy strategies for improving the health of MCH populations.
7. Examine the MCH Leadership Competencies and reflect on your own personal leadership style

MCH Competencies addressed in this course

8. There are 12 MCH Leadership competencies; this class covers some dimensions of #1, #4, #5, #7, #8, and #12. five of them throughout the course

Competency	Overview
1. MCH Knowledge Base/Context/SELF	MCH is a specialty area within the larger field of public health, distinguished by the promotion of the health and well-being of all women, children, adolescents, fathers, and families, especially in disadvantaged and vulnerable populations, and a life cycle approach to theory and practice.
4. Critical Thinking/SELF	Critical thinking is the ability to identify an issue, dilemma, or problem; frame it as a specific question; explore and evaluate information relevant to the question; and integrate the information into development of a resolution. An advanced manifestation of critical thinking is evidence-based practice – the conscientious, explicit, and judicious use of current best evidence about practice, the creation of policy, and the conduct of research.
5. Communication	Communication is the verbal, nonverbal, and written sharing of information. The communication process consists of a sender who encodes and presents the message and the receiver(s) who receives and decodes the message. Communication involves both the message (what is being said) and the delivery method (how the message is presented).
7. Cultural competency	Cultural competence is the knowledge, interpersonal skills, and behaviors that enable a system, organization, program, or individual to work effectively cross-culturally by understanding, appreciating, honoring, and respecting cultural differences and similarities within and between cultures. The acquisition of cultural competence is a dynamic, ongoing, developmental process that requires a long-term commitment and is achieved over time.
8. Family-centered care	Family-centered care ensures the health and well-being of children and their families through a respectful family-professional partnership that includes shared decision-making. It honors the strengths, cultures, traditions, and expertise that everyone brings to this relationship. Historically, in the field of MCH, the concept of family-centered care was developed within the community of parents, advocates and health professionals concerned for children and youth with special health care needs (CYSHCN).
12. Policy and advocacy	A policy is a decision designed to address a given problem or interrelated set of problems that affect a large number of people. Advocacy consists of activities carried out on behalf of policies or constituencies; its purpose is to influence outcomes that affect peoples' lives. MCH leaders need to possess policy and advocacy skills, because they often must defend and advocate for MCH resources in competitive economic and political environment.

IV. Methods of Instruction and Work Expectations

This course will be conducted in an active learning environment. Through discussion and reflection students will examine current MCH-related health needs and what it means to be a leader to effect change and improve the health and well-being of children, youth and families.

V. Course Text and Readings

Required

- Links to readings and other materials and resources will be available on the course Moodle site or provided in class
- Nazario, Sonia. (2007). *Enrique's journey*. New York: Random House Trade Paperbacks.

Supplemental:

For a reference text you may consult the book by Kotch, Jonathan (2012). *Maternal and Child Health:*

VI. Course Outline/Weekly Schedule

LESSON	TOPIC	ACTIVITIES/ASSIGNMENTS
1. 9/4, 9/5	Course overview and expectations (*short session on week 1, in class portion only) Introduction to the field of MCH	Small group activity Weekly Question
2. 9/11, 9/13	History and Structure of MCH in the US	Weekly Question
3. 9/18, 9/20	Theoretical Perspectives	Guest speaker: S. Benning Select topic for final review paper Weekly Question
4. 9/25, 9/27	Changing Families & Communities	Guest speaker: K. Thomas Weekly Question
5. 10/2, 10/4	Perinatal, Infant, and Child Health	Submit application assignment no 1 (due Mon 10/1) Weekly Question Guest speaker: S. Hunt, Librarian Student-led class discussion
6. 10/9, 10/11	Women's Health and Reproductive Health	Submit research question and outline for final review paper Weekly Question Student-led class discussion
7. 10/16, 10/18	Using Population Health Data	Guest speaker: J. Santalauria Weekly Question
8. 10/23, 10/25	School-aged children	Weekly Question Student-led class discussion
9. 10/30, 11/1	MCH Leadership	Guest speaker: V. Masaglia Submit application assignment no. 2 (due Mon 10/29) Leadership assignment Weekly Question
10. 11/6, 11/8	Assessment, Planning & Evaluation	Submit M & E Certificate Weekly Question Student-led class discussion
11. 11/13, 11/15	Adolescent Health	Weekly Question Student-led class discussion
12. 11/20, 11/22	Advocacy and Policy Development (*online portion only <i>no class on 11/22; University closed for Thanksgiving holiday</i>)	Weekly Question

13. 11/27, 11/29	Children and Youth with Special Health Care Needs	Guest speaker: S. Cox Submit application assignment no. 3 (due Mon 11/26) Weekly Question
14. 12/4, 12/6	MCH & Global Health	Weekly Question Student-led class discussion
15. 12/11	Reflections on MCH Leadership (*online portion only, 12/13 last day of instruction)	Submit final review paper (due Fri 12/14)

VII. Evaluation and Grading

See course Moodle site for further instructions

Class participation (20 points)

- Overall weekly + weekly postings: 10 points
- Leading class discussion: 10 points

Application Assignments

- Mapping Context: application of theoretical concepts (20 points)
- Development of MCH Indicators of child health (20 points)
- Application of Needs Assessment Principles (20 points)

Self-assessments

- Leadership competencies assessment (10 points)
- M & E Certificate (10 points)

Final Project (50 points)

Critical Review of the Literature Paper (50 points)

Late submissions policy for all assignments: 1/2 point will be deducted per day that the assignment is late.

Final grades will be assigned as follow:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the

instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*.

To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research

procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.