

**UNIVERSITY OF ARIZONA  
MEL AND ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH**

**CPH 597A: Maternal and Child Health in Urban Settings**

**Fall Semester 2008: August 18– 22, 2008**

**TIME:** 8:00 am – 4:30 pm

**LOCATION:** Drachman Hall, A119

**INSTRUCTORS:**

Douglas Taren, PhD  
Associate Dean for Academic Affairs and Professor  
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**OFFICE HOURS:** Office hours are by appointment. Contact Dr. Nicky Teufel-Shone, [teufel@email.arizona.edu](mailto:teufel@email.arizona.edu) or Kelly Cupell, [kcupell@email.arizona.edu](mailto:kcupell@email.arizona.edu)

**COURSE CREDIT:** 1 credit unit

**COURSE DESCRIPTION:** Students are introduced to the diverse ethnic and racial populations of Arizona and the MCH programs that serve them. Students will observe and discuss how MCH programs address socioeconomic challenges, migration status, cultural beliefs and health behaviors in urban settings when working with ethnically diverse populations of southern Arizona for improved health.

**COURSE PREREQUISITES:** This course is designed for newly admitted students to the MPH Program, Family and Child Health Concentration.

**COURSE OBJECTIVES:** Upon completion of the course students will be able

1. To recognize the cultural, social, political, and ethnic influences and biases of health care providers, public health agencies and client populations that impact health status and health care of urban populations;
2. To identify the major racial and ethnic groups in Arizona, their cultural milieu, their health status, and the factors influencing the quality of life of these groups in urban settings;
3. To be aware of the range of MCH programs in Tucson.
4. To identify ways that MCH programs can integrate health beliefs that underlie health behaviors with public health information to reduce health disparities.

**RECOMMENDED READINGS:** Selected readings will be provided.

### **COURSE REQUIREMENTS**

1. Journal of Reflections: Using personal notebooks as journals, students will record their reflections daily throughout the course. The journal will be submitted August 22.
2. Attendance and class participation
3. A two part paper: Expectations and Insights Gained

#### Expectations (30 points)

In this first day of class, write down a minimum of three areas of public health information in which you expect to gain additional insight through the site visits offered by this course. Seal the thoughts in the provided envelop and hand-in to Kelly.

#### Insights Gained (120 points)

Refer back to your expectations and discuss your insights relative to these areas in terms of what the course addressed and did not address. Also, discuss an observation that you made that was not part of your expectation with regards to family and child health.

This second part of your paper should be 10-12 double spaced pages, 1” margins, arial font.

Submit your paper via d2l no later than August 29, 2008.

Submit you paper by linking to the following site: <http://d2l.arizona.edu>

### GRADING/STUDENT EVALUATION

Journal of Reflections =	100 points	33%
Attendance and class participation =	50 points	17%* (each day, students can earn a maximum of 10 pts for participation. Points will be awarded for attendance to the internship conference)
Paper =	150 points	50%

Grading Scale:	A = 300 -270
	B = 269 - 240
	C = 239 - 210
	D = 209 - 180
	E ≤ 179

### CLASS ATTENDANCE/PARTICIPATION

*The following rules are implemented to help the student achieve as much success as possible from this course.*

1. There will be no make up sessions for missed classes. If a student has a schedule conflict, please provide appropriate documentation to Dr. Nicky Teufel-Shone prior to the class date. If a student must miss an outing, Dr. Teufel-Shone will assign a related topic to be researched. Please contact Dr. Teufel-Shone before the conflicted outing. If a student or a close family member is hospitalized or unavoidable crisis, all documentation must be submitted to me before or upon your return to class and not at end of the semester.
2. All students are required to attend all scheduled classes. Students with more than 1 absences will be penalized with a reduction of ten (10) points from the final score/grade for each absence in excess of 1 absence.
3. The journal must be submitted on the scheduled due date. If the journal is submitted late, the student will receive a reduction in the grade of 10 points for each day that the journal is late.
4. The assigned paper must also be submitted on the scheduled date. If the submission is late, the student will receive a reduction in the grade of 10 points for each day that the assigned paper is late. *The submission date is to be announced.*

**ACADEMIC INTEGRITY:** Students are expected to abide by the University Of Arizona Code of Academic Integrity found at <http://w3.arizona.edu/~studpubs/policies/cacaint.htm>.

### CLASSROOM BEHAVIOR:

Class discussion and interaction are encouraged. However, students who are disrespectful to the instructor, to teaching assistants, to their classmates, or to visiting lecturers, or who engage in unrelated conversation or activities during class, will be asked to leave the classroom. If you are asked to leave the class, you will be recorded as an unexcused absence.

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://hr2.hr.arizona.edu/dos/pol\\_disrupt.htm](http://hr2.hr.arizona.edu/dos/pol_disrupt.htm) and the Policy on Threatening Behavior by Students found at [http://hr2.hr.arizona.edu/dos/pol\\_threat.htm](http://hr2.hr.arizona.edu/dos/pol_threat.htm).

**COPH GRIEVANCE POLICY:** College of Public Health students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the College of Public Health Grievance Process found at [http://w3.publichealth.arizona.edu/newcoph/students/3\\_greivance.htm](http://w3.publichealth.arizona.edu/newcoph/students/3_greivance.htm)

**Students who are registered with the Disability Resource Center** must submit appropriate documentation to the instructor if they are requesting reasonable accommodations: <http://drc.arizona.edu/instructor/syllabus-statement.shtml> .

*The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.*

## SCHEDULE

Date	Classroom Experiences	Field Visits
Monday, August 18	8:00 – 10:00 a.m. (Room: A119) <ol style="list-style-type: none"> <li>1. Introduction: MEZCOPH</li> <li>2. What is public health? Determinants of health</li> <li>3. What are MCH and FCH?               <ol style="list-style-type: none"> <li>a. What are MCH health disparities</li> <li>b. What are challenges of urban public health?</li> </ol> </li> </ol> 10:00-10:15 Break  10:15 – 11:00 <ol style="list-style-type: none"> <li>4. Trends in public health               <ol style="list-style-type: none"> <li>1) Community-based participatory research</li> <li>2) Cultural competency</li> <li>3) Social Justice</li> </ol> </li> </ol> 11:00-12:00. fill out necessary paperwork	12:00 -12:45 p.m. Lunch on your own  12:45 Travel to Site 1  1:00 – 4:00 Community Food Bank: Tour, Discussion and Activity  4:00-4:30 Travel and Wrap Up Room: A119
Date	Classroom Experiences	Field Visits
Tuesday, August 19	8:00 a.m. Meet at College of Public Health	12:10-12:25 Travel  12:30- 1:30 Birthing Center

	<p>8:00 Travel to Site 1</p> <p>8:30-11:30 Juvenile Courts: Tour, Court Room and Talk</p> <p>11:30-12:05 Lunch on the road/ bring or buy at restaurant</p>	<p>1:45-2:00 Travel</p> <p>2:00-3:00 Blake Foundation (712 S. Alvernon)</p> <p>3:00-4:15 Break and Discussion of Activities</p> <p>4:15-4:30 Travel to Tucson Indian Center (97 E Congress)</p> <p>4:30- 7:00pm Family Intervention and dinner at Tucson Indian Center</p>
<p>Wednesday, August 20</p>	<p>8:00 Meet at College of Public Health</p> <p>8:00 –8:30 Travel to Site 1</p> <p>8:30-9:30 El Rio</p> <p>9:30-10:00 Travel to Site 2</p> <p>10:00-11:00 Kino Teen Center</p> <p>11-12:30 Lunch on the road/ bring or buy</p> <p>12:30-1:00 Travel to Mobile Clinic Site</p>	<p>1:00-3:00 Mobile Health Clinic: South Park Neighborhood City of Tucson Project Site/ Corner of 36<sup>th</sup> and Kino. Hands On Visit</p> <p>3:00-3:30 Travel to UofA</p> <p>3:30-4:30 Wrap up Room: A119</p>

<p>Thursday, August 21</p>	<p>8:00 a.m. Meet at College of Public Health</p> <p>8:00-8:15 Travel to Site 1</p> <p>8:30-9:30 St. Elizabeth's of Hungary</p> <p>9:45- 10:30 Travel to Site 2/ with short break</p> <p>10:30-11:30 Child and Family Resources</p>	<p>11: 30 -12:15 Lunch on the road/ bring or buy</p> <p>12:15-12:35 Travel to Site 3</p> <p>12:45 – 2:00 Site 3: Headstart at Flowing Wells &amp; Prince</p> <p>2:00-2:30 Travel to Site 4</p> <p>2:30-3:30 Site 4: Emerge (Brewster Center)</p> <p>3: 45-4:00 Travel to UofA</p> <p>4:00-4:30 Wrap up: discussion on MCH issues of the day Room: A119</p>
<p>Friday, August 22</p>	<p>New Student Orientation: Drachman Hall, Room A114 8:30am</p>	<p>12:00-1:00 p.m. Lunch on your own</p> <p>1:00 -4:00 MEZCOPH MPH Internship Conference</p>

Required Readings:

**Day 1: August 18**

Gostin, L.O., Powers, M. (2006). What Does Social Justice Require for the Public's Health? *Public Health Ethics and Policy Imperatives. Health Affairs* 25(4), 1053-1060.

Minkler, M. (2005). Community Based Research Partnerships: Challenges and Opportunities. *Journal of Urban Health: Bulletin of the New York Academy of Medicine* 82 (2) Supplement 2, ii3-ii12,

What is cultural competency? U.S. Department of Health & Human Services, Office of Minority Health. Available: <http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=11>

Hunger Profile of the State of Arizona and Pima County.

U.S. Department of Health and Human Services. (January 2007). 2007 Federal Poverty Guidelines. *Federal Register* 72 (15), 3147-3148.

Casey, P.H. et al. (2006). The Association of Child and Household Food Insecurity With Childhood Overweight Status. *Pediatrics* 118, e1406-e1413.

**Day 2: August 19**

Goodman E., McEwen, B.S., Dolan, L.M., Schafer-Kalkhoff, T., Adler, N.E. Social disadvantage and adolescent stress. (2005). *Journal of Adolescent Health* 37, 484-492.

Abram, K.M., Teplin, L.A., McClelland, G.M., Dulcan, M.K. (November 2003). Comorbid Psychiatric Disorders in Youth in Juvenile Detention. *Arch Gen Psychiatry* 60, 1097-1108.

Lyndon, A. Preterm Labor and Birth. Where are We Now? (2006). *J Perinat Neonat Nurs* 20 (10), 82-84.

Turner, Paaige K. Mainstreaming Alternative Medicine: Doing Midwifery at the Intersection. *Qualitative Health Research* (2004) 14, 644-660.

Hunter, Lauren P. Women Give Birth and Pizzas are Delivered: Language and Western Childbirth Paradigms. *Journal of Midwifery and Women's Health* (2006) 51, 119-124.

**Day 3: August 20**

Amin, R., Sato, T. (2004). Impact of School-Based Comprehensive Program for Pregnant Teens and Their Contraceptive Use, Future Contraceptive Intention and Desire for More Children. *Journal of Community Health Nursing* 21(1), 39-47.

Castor, M.L., Smyser, M.S., Taulii, M.M., Park, A.N., Lawson, S.A., Forquera, R.A. (August 2006). A Nationwide Population-Based Study Identifying Health Disparities between American Indians/Alaska Natives and the General Population Living in Select Urban Counties. *American Journal of Public Health* 96(8), 1478-1484.

**Day 4: August 21**

Koss, M.P. (2006). Restoring Rape Survivors: Justice, Advocacy, and a Call to Action. *Ann. N.U. Acad. Sci.* 108, 206-234.

Greenberg, S., Evans, A.E., Harris, K.K., Loyo, J.J., Ray, T.C., Spaulding, C., Gottlieb, N.H. (2007) Preschooler Feeding Practices and Beliefs: Differences among Spanish and English Speaking WIC clients. *Family Community Health* 30 (3), 257-270.

Mansour, ME, Kotagal U, Rose B, Ho M, Brewer D, Roy-Chaudhury A, Hornung RW, Wade TJ, DeWitt TG. (2003). Health-Related Quality of Life in Urban Elementary Schoolchildren. *Pediatrics* 111, 1372-1381.

The Commonwealth fund Commission on a high performance health system. (June 2007). *Executive Summary Aiming Higher: Results from a State Scorecard on Health System Performance.*

*(Other readings may be distributed during classes and site visits. These readings are recommended, but not required.)*

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