Mel and Enid Zuckerman College of Public Health
University of Arizona

CPH 682: WOMEN AND CHILDREN’S HEALTH POLICY: Spring 2013

COURSE TIME: Friday 9:00 – 11:50 am
LOCATION: Drachman Hall, Room A112
COURSE INSTRUCTOR: Christina Cutshaw, PhD (A270), 520-626-7020, ccutshaw@email.arizona.edu
OFFICE HOURS: By appointment
COURSE CREDIT: 3 units

CATALOG DESCRIPTION: This course will focus on women, maternal and child health programs, problems and policies with a public health perspective. It gives an historical account of roles played by government at various levels with assessment of health and policy development for mothers and children. The students will become acquainted with the programs, policies and future issues concerning family planning, maternal and infant health, preschool, school-age and adolescent health. Students will also be introduced to policy issues on disparities in minorities’ health, women’s health, children with special health care needs, nutrition and international health of mothers and children. Students will be imparted necessary skills for evaluation, planning and monitoring of maternal and child health programs and policies.

COURSE DESCRIPTION: This course will focus understanding policies that impact families and on developing communication skills about family policies.

COURSE PREREQUISITES: Graduate student status, CPH 586 Maternal and Child Health, or permission of the instructor.

LEARNING OBJECTIVES:
1. Understand the history and evolution of the maternal and child health programs and policy in the United States.
2. Understand key policy issues and debates about women and children programs nationally.
3. Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
4. State the feasibility and expected outcomes of and barriers to achieving each policy option and decide on the appropriate course of action.
5. Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience

FCH/DrPH COMPETENCIES:

FCH Policy and Advocacy Skills
4.a-Identify essential gaps in existing programs servicing populations of families and children, and implement the appropriate policy and advocacy measures to assure their optimal care.
4.b-Identify public health laws, regulations, and policies related to specific programs.
4.c-Place a MCH program in both a historical and current context (e.g., consider other programs addressing the same target population and or problems).
4.d-Collect and summarize data relevant to an issue; state policy options; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.
4.e-State the feasibility and expected outcomes of and barriers to achieve each policy option and decide on the appropriate course of action.
4.f-Write a clear and concise policy statement, position paper, and/or testimony appropriate for a specific audience.
4.g-Develop a plan to implement the policy, including goals, outcome and process objectives, and implementation steps.

DrPH Competencies
Apply the foundations of public health to decisions regarding public health programs and policies.
Develop appropriate approaches to addressing public health issues.
Integrate evidence-based strategies to enhance public health services.

COURSE NOTES AND READINGS
- Additional readings will be posted on D2L or distributed in class.

COURSE REQUIREMENTS

1. Attendance/Participation
In addition to class assignments, students are expected to attend classes, to be active and respectful class participants, participate in class exercises and discussions and engage with the instructor, visitors and students. Doing non-class related activities such as texting, reading, checking email or doing other class work is not consistent with being an engaged class participant. While no grades will be assigned for participation and attendance, attendance will be monitored. More than two unapproved absences (without a doctor’s note if you are ill or approval from the instructor) and absences when there are class visitors will be noted and may be considered if a student’s final course grade is between letter grades. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be also be honored).

2. Class Discussant: (15%)
Each student will be asked to be a co-discussant for a particular class day. You can choose or I will assign a day for you. As a discussant, please:
- Read the articles particularly closely for your given day.
- Generate @4 discussion questions that you think might be interesting for the class to talk about
- You will ask the questions and lead the discussion on the readings.
- Also – find one question or issue raised in the readings or by the topic (could be a position or assertion by pundits or news media) – or just a question you are interested in and research that topic (e.g. some allege there is extensive SNAP benefit fraud – is there? and create and present for @15 minutes about that issue. You can use ppt if you want.

3. Policy Brief/Paper [30%]  **Complete memo due: 3/29 (11:55 pm/D2L)
Students will prepare a 14-16 page 1.5 spaced paper on a public health policy issue/problem. The topic will be selected in consultation with the instructor. I am working with staff at ADHS and we are likely coordinating the details of this assignment with them. The likely format will be:
**Topic**

<table>
<thead>
<tr>
<th>Section A: Policy issue/problem: A statement of the public health policy issue/problem that the policy change/intervention is designed to address</th>
<th>Due 2/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafts due:</td>
<td>2/22</td>
</tr>
<tr>
<td>Section B: Context and overview: of the public health issue</td>
<td>2/15</td>
</tr>
<tr>
<td><strong>Section C: Data: Presentation of data describing the issue/problem to be addressed by the policy change. You can include graphs, tables, figures, etc.</strong></td>
<td>3/1</td>
</tr>
<tr>
<td><strong>Section D: Policy options: craft at least 2 options to respond to the problem. If these options have been used before – where and have they been used? What is known (or not known) about their effectiveness at addressing the problem? Forecast to the degree possible all option’s likely strengths and weaknesses – and mention briefly any health, fiscal, administrative, legal, social, and political implications of each policy option.</strong></td>
<td>3/15</td>
</tr>
<tr>
<td><strong>Section E: Recommendation: select one option and provide a rationale for your selection.</strong></td>
<td>3/22</td>
</tr>
<tr>
<td><strong>Section F: Next Steps: Recommendations focused on how to enact the policy option you are advocating and/or preferred by the advocacy organization.</strong></td>
<td>3/22</td>
</tr>
</tbody>
</table>

- Writing quality will be graded, including clarity, coherence, grammar, whether you responded to comments if provided.
- References. At least 8 peer-reviewed references should be included in addition to other literature, policy reports or information obtained from websites. Information from reports and websites should be referenced as such.
- Use APA style formatting.

You will write a submission to a newspaper that expresses your opinion on the particular issue you have written about in your memo. This will be 600-750 words and due 4/5/11. You should provide a hard copy to me (in class) on the due date and post your policy brief on D2L under “Op-Ed.”

Guidelines:
- Successful op-eds make one main argument.
- The reader should understand your main point after reading the first paragraph.
- You have included a few carefully chosen facts, statistics and stories.
- Avoid jargon or acronyms.
- Your op-ed should be understood by anyone reading the paper; write for a wide audience, not for public health professionals.
- Do not make spelling or grammatical errors.
- At the end of your op-ed, include one to two sentences describing you, the author.
- See NY times and AZ Daily Star newspapers “Opinion” pages for examples.

5. **Written/Oral testimony/presentation [10%]** In class presentation & testimony: Due by 9am 4/12
This assignment is focused on the role of advocacy in the policy-making process. Each student will prepare written testimony and a presentation focused on the issue addressed by the policy brief in assignment #1. You should pretend, for the sake of this exercise that you are representing an organization or entity that would like
to promote your chosen policy option from your paper. State the name of the advocacy organization in your testimony.

- **Written:** @3-4 page summary of your paper as a speech to be given before a state or national legislative committee advocating for the policy option. You will hand this out to students on the day you give your testimony. This testimony may include figures and graphs as well as appendices and should include references.

- **Presentation:** When giving the testimony, use powerpoint (@15 minute presentation).

You must be in class for these days. The class and instructor will respond with questions. These questions should be asked as if you are a member of a legislative body requesting that the individual offering testimony either embellish or defend their position more specifically. You should respond to these questions to the best of your ability in class.

6. **Question response/Letter to legislators [5%] ** **Due 4/19 (11:55 pm/D2L)**

Students are expected to respond to the questions from the class and instructor that were not adequately addressed in your presentation. These responses should be written as a letter (Dear Legislators..) and provide responses to the questions raised (in other words, you only need to write one letter to respond to the questions).

7. **Open-Book Policy Summary final [25%]**

This will be given during exam week. The topic will be posted at 10:30 am, May 9th on D2L (our exam time) and will be due by 10:30 am on May 10th. In this time you will draft a 2-3 single-spaced memo summarizing a current policy issue that I will give you. There will be more instructions on this assignment provided in class.

**Course Grading**

1. Class discussant 15%
2. Policy Brief 30%
3. Written/oral testimony 10%
4. Legislator letter 5%
5. Op-Ed 15%
6. Policy Memo Take-home final 25%

100%

**POLICIES**

Students are strongly encouraged to read the UA policy on **class attendance and administrative drops**, see: [http://catalog.arizona.edu/2012-13/policies/classatten.htm](http://catalog.arizona.edu/2012-13/policies/classatten.htm). It is the student’s responsibility to initiate procedures to drop the course or to request an **incomplete**. More than 50% of the course grade is supposed to have been earned before a request for an incomplete can be considered.

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)
Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2011-12/policies/disability.htm](http://catalog.arizona.edu/2011-12/policies/disability.htm)

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)

The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines)

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://web.arizona.edu/~policy/distuptive.pdf](http://web.arizona.edu/~policy/distuptive.pdf) and the Policy on Threatening Behavior by Students found at [http://web.arizona.edu/~policy/threatening.pdf](http://web.arizona.edu/~policy/threatening.pdf)

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)

Grade Appeal Policy: [http://catalog.arizona.edu/2012-13/policies/gradappeal.htm](http://catalog.arizona.edu/2012-13/policies/gradappeal.htm)

Telephone and Computer Use: Please turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. Texting is not permitted in class. Laptops will be allowed in class as long as they are used for course-related purposes, such as note-taking, referring to assigned articles, and other class activities.

This class is designed to be collaborative, and students are encouraged to talk to each other about the topics covered in class. However, all assignments handed in for a grade should be your own original, independent work. Group exercises should reflect the thoughts, interpretations, and efforts only of those members of the group and no other individuals. DO NOT turn in any work with your name on it that was done by someone else. DO NOT turn in one of your old papers for this course. It is considered self-plagiarism and is against the Code of
Academic Integrity. If you have questions about what you can use from other classes then please talk to the instructor.

**What counts as plagiarism?**

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Please see: “What is plagiarism and why is it important” for Optional guidance. http://www.library.arizona.edu/help/tutorials/plagiarism
- There are many resources for learning how to correctly note the source of a quotation or idea, including the Writing Center on campus, essay writing handbooks, and informative websites. If you have questions or are unsure about how to properly manage ideas and work that are not your own, please ask!

**Syllabus Changes:** 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. PLEASE CHECK the “Content” section for D2L for syllabus changes.

**Useful web resources:**

- Academy Health [www.academyhealth.org](http://www.academyhealth.org)
- American Public Health Association [www.apha.org](http://www.apha.org)
- Commonwealth Fund [www.cmwf.org](http://www.cmwf.org)
- Congressional Budget Office [www.cbo.gov](http://www.cbo.gov)
- Kaiser Family Foundation [www.kff.org](http://www.kff.org)
- National Academy for State Health Policy [www.nashp.org](http://www.nashp.org)
- National Assembly on School-Based Health Care [www.nasbhc.org](http://www.nasbhc.org)
- National Center for Children in Poverty [www.nccp.org](http://www.nccp.org)
- National Center on Family Homelessness [www.familyhomelessness.org](http://www.familyhomelessness.org)
- National Research Institute of the [www.nri-inc.org](http://www.nri-inc.org)
- National Association of State Mental Health Program Directors [http://www.rwjf.org/](http://www.rwjf.org/)
<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic /Readings</th>
</tr>
</thead>
</table>
| 1/11 | **Annual Beginning-of-the-Legislative Session Breakfast, 7:30 a.m. to 9:30 a.m. Child & Family Resources, 2800 E. Broadway Blvd, Tucson**  
-Syllabus |
| 1/18 | **No Class**  
Please browse the Bureau of Women and Children’s Health  
Please read:  
--Bureau of Women's and Children's Health Strategic Plan 2011-2015  
--Arizona Women's Health Status Report  
Browse: AZ MCH Indicators  
**We will discuss these on 2/1. Are there issues/public health problems you see there that you might be interested in working on?** |
| 1/25 | **MCH Policy Context**  
--Currie – Intro.  
Optional  
| 2/1 | **Visitor: Mary Ellen Cunningham (AZ Dept. of Health Services)**  
**Title V MCH Block Grant (Plus readings from 1/18)**  
--HRSA/MCH Bureau (date unknown). Understanding Title V of the Social Security Act. Retrieved September 1, 2009 from the Health Services and Resources Administration website:  
[ftp.hrsa.gov/mchb/titlevtoday/UnderstandingTitleV.pdf](ftp.hrsa.gov/mchb/titlevtoday/UnderstandingTitleV.pdf)  
[http://www.amchp.org/ABOUTTITLEV/Pages/default.aspx](http://www.amchp.org/ABOUTTITLEV/Pages/default.aspx)  
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Citation</th>
</tr>
</thead>
</table>
| 5   | 2/8  | **Visitor: Penelope Jacks (Children’s Action Alliance)**  
**Education, Child Care and Family support**  
--Currie, Ch. 5  
--Ofc. Child Care, ACYF. (Nov. 2010). Child Care and Development Fund Fact Sheet.  
| 6   | 2/15 | **Children with Special Health Care Needs, Early Intervention**  
--American Academy of Pediatrics /National Center for Medical Home Implementation. Available at: [www.medicalhomeinfo.org](http://www.medicalhomeinfo.org) |
| 7   | 2/22 | **Child Mental Health, Child Maltreatment, Home Visitation**  
--Statement of Sharon Sprinkle , nurse consultant for the southeast region  
Nurse-family partnership before The House Committee on Ways & Means  
| 8   | 3/1  | **Nutrition Programs & Policy**  
--Currie, Ch. 3  


9 3/8 Insurance/ Medicaid, SCHIP and ACA
--Currie, Ch. 2

Optional

10 3/22 Policy Brief: in-class work/consultation

11 3/29 Family Planning and Reproductive Issues
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12 | 4/5  | Welfare/TANF  
--Pavetti, L. (January 15, 2010). Creating a safety net that works when the economy doesn’t: The role of the Food Stamp and TANF Programs. Center on Budget and Policy Priorities.  
-- TBA |
| 13 | 4/12 | Memo testimony |
| 14 | 4/19 | TBA/Ethics/Make-up if additional class visitors |
| 15 | 4/26 | Last class: Wrap-up  
Currie, Ch. 6  