SYLLABUS
Maternal and Child Health HPS 586
Fall 2020

Time: 12:30 – 3:20 p.m. Thursdays

Location: Live Online

Instructor Information: Velia Leybas Nuño, PhD, MSW
vleybas@email.arizona.edu, 520-626-3525
Dr. Nuño is online during the week. To reach her, send an email.

Catalog Description: The course focus is on health problems and diseases affecting both pregnant women and children worldwide. The impact of various common health problems at different stages of the life cycle and their functional outcomes in terms of morbidity, mortality, psychological wellbeing, reproduction and growth will be highlighted. Students will become acquainted with the epidemiology of maternal and childhood diseases in developed and developing countries. Programs and resources available to combat health and nutritional problems will be evaluated. The role of different international organizations will be discussed in the context of a community.

Course Objectives:
Students will:
1. learn the leading causes of mortality and morbidity from birth to adolescence.
2. describe the leading causes of death among pregnant women domestically and internationally.
3. understand the Life Course perspective as a framework to explain leading causes of health problems domestically.
4. describe the purpose of programs and policies domestically and internationally that affect maternal and child health.
5. understand the components of the health system that include the health care system and community-based agencies.

Learning Outcomes
Upon completion of this course, MPH Program students will be able to:
1. interpret results of data analysis for public health research, policy or practice
2. discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
3. explain basic principles and tools of budget and resource management
4. select communication strategies for different audiences and sectors
5. communicate audience-appropriate public health content, both in writing and through oral presentation

Competencies for the MPH in Global Health and MPH in MCH addressed in this course
1. Analyze the strengths and weaknesses of interventions that address the major global health issues for women and children in low and middle income countries.
2. Discuss the origin, development and purpose of maternal and child health programs in the US and globally, including the Title V Block Grant Program.
3. Recognize the way one’s personal attitudes, beliefs, and experiences influence one’s approach to MCH issues.
4. Discuss how the life course perspective is used to understand the health of women and children at different ages.
5. Clearly express the issues and services that affect MCH population groups.

Required Texts or Readings:


Readings will be in D2L (Desire to Learn).

Course Requirements:
1. Attendance
2. Participation in class discussions
3. Written assignments
4. Small group project
5. Presentations
6. Exam

Staying current: Class meetings are every Thursday from 12:30 to 3:20 pm. If students cannot attend class, recordings are made available shortly after class on D2L. Students are expected to check D2L regularly to stay informed. Readings and assignments are in D2L.

Feeling sick: If a student should feel sick, notify Dr. Nuño of your ability to complete course material. Except for seeking medical care, avoid contact with others and do not travel. Campus Health is testing for COVID-19. Please call 520-621-9202 before visiting in person. UArizona COVID-19 updates the pandemic information regularly. Please visit the site as needed.

Life challenges: This is a unique time. In our lifetimes most people have never experienced such a pandemic. It is an opportune time to take a course in public health. That said, it is also challenging. If you are experiencing unexpected barriers to your success in your courses, please talk with Dr. Nuño or contact the Dean of Students Office, 520-621-2057, or DOS-deanofstudents@email.arizona.edu.

Academic advising: For the master of public health contact Tanya Nemac at tjnemec@arizona.edu. For doctoral programs in public health contact, Michael Tearne at mtearne@arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call 520-621-9202. For After Hours care, call 520-570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call 520-621-3334.

Equipment and software requirements: Students need access to a computer and an internet signal to complete the course work.
Class Recordings: Course lectures will be recorded. If students do not wish to be identified, please notify Dr. Nuño. Making course lectures available through recordings is provided to students who may become ill or face unusual challenges during regularly scheduled class times. Recordings will be made available through D2L. Students are not allowed to distribute the recordings to anyone nor may they re-use the content for any purpose other than personal educational reasons. All recordings are subject to government and university regulations. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizona values and educational policies are subject to suspension or civil action.

Class Participation (160 points): Attendance and participation is valued at 10 points each week. To earn full points, attend class and engage in discussion. Students are encouraged to summarize what they hear, respond to other students’ comments, ask questions, and describe their understanding of course material.

Through the years, students miss class for a number of good reasons such as sickness, loss of a loved one, exhaustion, or conferences. Students can miss up to one class without it affecting the participation grade. The absence does not need an explanation, although I appreciate an email letting me know. At the end of the semester, if the student does not use the one pass, they can earn 10 extra points.

Classroom environment: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. social media, outside work, or texting). Please let the instructor know if you have employment that involves emergencies or you are caring for loved ones that may require you to step away during class.

Gender Pronoun Guideline: “It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”

MCH History Assignment (50 points). Students are exposed to the decades of history that has led to the current infrastructure, programs, and legislation in MCH in the United States. Using web resources, including the timeline available through the federal Maternal and Child Health Bureau (MCHB), students answer several questions. The assignment is in D2L under the Assignment tab.

Historical Figures in MCH (25 points). Depending on the perspective, MCH history goes as far back as 85 years or further if one considers the various efforts that contributed to maternal and child health. For this assignment, students select a leader in MCH to present to the class. There are those leaders that are recognized and many that are unrecognized. Students may select from Federal MCH Leadership at https://www.mchlibrary.org/collections/history/ or the MCH Timeline provided by MCHB https://mchb.hrsa.gov/about/timeline/timeline-scn-rdrs.html or search other reliable sources. Using PowerPoint, Prezi or Google Slides students have 5 minutes to present their leader. Information to include in the slides is leader’s name, year/period of their work, reason they are a leader in MCH, and source(s).
Public Health Implications Written Assignment (200) and Presentation (25 points). In this assignment, students identify a health topic related to a particular developmental stage that aligns with the ages covered in the course from newborn to young adult. Students use reliable data courses including the National Survey of Children’s Health and the Youth Risk Behavior Survey to support the writing of their paper. Students present their work in the second half of the class. More details provided in class. Late submissions result in a 10% loss for assignments turned in between one hour and one day, 30% two days, and 60% three days.

Global MCH Group Presentations (30 points). Groups of students will read a chapter from Global Case Studies in MCH by Ruth C. White or other source. Each pair will present their case study to the class. Groups will have 15 minutes to present followed by five minutes for discussion. Further instructions provided in class.

Employment Assignment (100 points). The influence of economics and employment are at the forefront of this assignment. These social determinants of health come to light as students move through the questions and reflect on the implications of the answers. We use the text by Beegle to develop greater understanding of poverty. Instructions will be available on D2L in the Assignment tab. Late submissions result in a 10% loss for assignments turned in between one hour and one day, 30% two days, and 60% three days.

Exam (125 points). Students have one exam with a focus primarily on Title V, Life Course Theory and perspective, and MCH indicators.

Grades

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Points</th>
<th>Grading Scale*</th>
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<tbody>
<tr>
<td>Participation</td>
<td>160</td>
<td>A= 720 - 648 100-90%</td>
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<tr>
<td>All classes attended (bonus)</td>
<td>5</td>
<td>B= 647 - 576 89–80%</td>
</tr>
<tr>
<td>MCH History Assignment</td>
<td>50</td>
<td>C= 575 - 504 79–70%</td>
</tr>
<tr>
<td>Historical Figures Presentation</td>
<td>25</td>
<td>D= 503 - 432 69–60%</td>
</tr>
<tr>
<td>Global MCH Group Presentation</td>
<td>30</td>
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<tr>
<td>Public Health Implications Written Assignment</td>
<td>200</td>
<td></td>
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<tr>
<td>Public Health Implications Presentation</td>
<td>25</td>
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<tr>
<td>Employment Assignment</td>
<td>100</td>
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<tr>
<td>Exam</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>720</td>
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</tbody>
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*Grades are based on total points earned at the end of the semester.

Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Course introduction</td>
</tr>
<tr>
<td>9/3</td>
<td>Health System and Healthcare System</td>
</tr>
<tr>
<td>9/10</td>
<td>Life Course Theory</td>
</tr>
<tr>
<td>9/10</td>
<td>Title V, MCH Indicators in Arizona</td>
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<tr>
<td>9/17</td>
<td>Racism in MCH</td>
</tr>
<tr>
<td>9/24</td>
<td>Poverty and the Strengths Perspective</td>
</tr>
<tr>
<td>10/1</td>
<td>Families</td>
</tr>
<tr>
<td>10/8</td>
<td>Training in the Nurtured Heart Approach to Parenting</td>
</tr>
<tr>
<td>10/15</td>
<td>Training in the Nurtured Heart Approach to Parenting</td>
</tr>
<tr>
<td>10/22</td>
<td>Newborns to age 1 year</td>
</tr>
<tr>
<td>10/24</td>
<td>Children ages 2 – 4 years</td>
</tr>
<tr>
<td>10/29</td>
<td>Children ages 5 – 9 years</td>
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</table>
Communications
Students are responsible for reading emails sent to their UA account from the instructor and the announcements that are placed on the course web site. Information about readings, news events, grades, assignments and other course related topics may be communicated to students using these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Accessibility and Accommodations: Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact Dr. Nuño. You are also welcome to contact the Disability Resource Center to establish accommodations. For additional information, please visit http://drc.arizona.edu/

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Plagiarism
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, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Incomplete and Withdrawals: Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies, http://catalog.arizona.edu/policy-type/grade-policies

Threat to Self or Others: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.
**UA Nondiscrimination and Anti-harassment Policy:** The University is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**Subject to Change Statement:** Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

**UA Smoking and Tobacco Policy**  
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**Content Advisory**  
The course may contain material that is difficult including birth, child labor, child abuse, trauma, and abortion. Students that are concerned about such material, please talk with the instructor to make other arrangements or prepare for the material.

**Additional Resources for Students:** UA Academic policies and procedures are available at: [http://catalog.arizona.edu/2015-16/policies/aaindex.html](http://catalog.arizona.edu/2015-16/policies/aaindex.html)

**Confidentiality of Student Records:** [http://www.registrar.arizona.edu/ferpa/default.htm](http://www.registrar.arizona.edu/ferpa/default.htm)

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**Grade Appeal Policy:** For information on how to appeal a grade go to [http://catalog.arizona.edu/2011-12/policies/gradappeal.htm](http://catalog.arizona.edu/2011-12/policies/gradappeal.htm)