Mel and Enid Zuckerman College of Public Health  University of Arizona

SYLLABUS

CPH 682: WOMEN AND CHILDREN’S HEALTH POLICY  
Fall 2020

TIME: Wednesday 1-3:50 pm  
LOCATION: Drachman Hall, Room A118  
INSTRUCTOR: Christina Cutshaw, PhD (A270), 520-626-7020, ccutshaw@email.arizona.edu  
INSTRUCTOR AVAILABILITY: By appointment

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.

COURSE LEARNING OBJECTIVES: During this course students will.

• Understand the history and evolution of the maternal and child health programs and policy in the United States.
• Understand key policy issues and debates about women and children programs nationally.
• Collect and summarize data relevant to a particular policy/problem; articulate implications (e.g. health, fiscal, administrative, legal, social, and political) of policy options.
• Communicate and write clearly on a variety of appropriate for a variety of audiences.
LEARNING OUTCOMES/COMPETENCIES: HPS 682 is a required DrPH concentration course

<table>
<thead>
<tr>
<th>DRPH CONCENTRATION COMPETENCIES</th>
<th>Specific assignment(s) that allow assessment</th>
<th>Assessment Method</th>
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<tr>
<td>Evaluate and present issues that would be appropriate for developing healthy childcare policies.</td>
<td>CHILDCARE POLICY ASSESSMENT AND BRIEF</td>
<td>Instructor grade</td>
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<tr>
<td>Evaluate how national policies and programs affect maternal and child health.</td>
<td>MCH POLICY RESEARCH REVIEW</td>
<td>Instructor grade</td>
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| COUNCIL FOR ACCREDITATION FOR PUBLIC HEALTH: LEARNING OUTCOMES/HEALTH DRPH COMPETENCIES | |
|-----------------------------------------------|---------------------------------------------|-------------------|
| Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies | Educational/ Communication presentation; MCH POLICY RESEARCH REVIEW | Instructor grade, peer review, audience review |
| Deliver training or educational experiences that promote learning in academic, organizational or community settings | Educational/ Communication presentation | Instructor grade, peer review, audience review |

| HRSA MCH Leadership Competencies v. 4.0 | |
|------------------------------------------|---------------------------------------------|-------------------|
| Describe MCH populations and provide examples of MCH programs, including Title V programs. | MCH POLICY RESEARCH REVIEW | Instructor grade |
| Use data to identify issues related to the health status of a particular MCH population group and use these to develop or evaluate policy | CHILDCARE POLICY ASSESSMENT AND BRIEF; MCH POLICY RESEARCH REVIEW | Instructor grade |
| Present and discuss a rationale for policies and programs that is grounded in research and addresses the information needs of different audiences. | Educational/ Communication presentation delivered in a community setting; CHILDCARE POLICY ASSESSMENT AND BRIEF; MCH POLICY RESEARCH REVIEW | Instructor grade, peer review, audience review |
| Share thoughts, ideas, and feelings effectively and with cultural and linguistic proficiency in discussions, meetings, and presentations with individuals and diverse groups. | Educational/ Communication presentation delivered in a community setting; READING NOTES W/CLASS MEMBERS | Instructor grade, peer review, audience review |
| Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services. | Educational/ Communication presentation delivered in a community setting; CHILDCARE POLICY ASSESSMENT AND BRIEF; MCH POLICY RESEARCH REVIEW | Instructor grade, peer review, audience review |
| Summarize complex information appropriately for a variety of audiences and contexts | Educational/ Communication presentation delivered in a community setting; CHILDCARE POLICY ASSESSMENT AND BRIEF; MCH POLICY RESEARCH REVIEW | --- Instructor grade, peer review, audience review |
Use self-reflection techniques to enhance program development, service delivery, patient care, community collaboration, teaching and research, scholarship, and interpersonal communication

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COURSE NOTES: None

RECOMMENDED TEXTS/READINGS

- Kearney, M. S., & Harris, B. H. (2014). *Policies to Address Poverty in America*. The Hamilton Project. (in D2L and can be downloaded in Kindle or ebook for free)
- Additional readings will be posted on D2L or distributed in class.

HELPFUL BACKGROUND (not required)


COURSE REQUIREMENTS

1. ATTENDANCE/ABSENCE AND CLASS 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.
- Please stay engaged. We will take a break during class which can be used for texting and checking email, calls, etc.
- Absences are only granted for extraordinary circumstances. Please talk to me about expected absences. More than one unapproved absence will be noted and may be considered if a student’s final course grade is between letter grades.
- The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)
- The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).
- Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/).

2. READING NOTES: 10% DUE: Tuesdays, 11:00 pm

- Competency addressed: *Share thoughts, ideas, and feelings effectively and with cultural and linguistic proficiency in discussions, meetings, and presentations with individuals and diverse groups*.
- For each reading, (2016), students are expected to make a minimum of 3 bulleted comments/notes, r questions, or reflections. These should be reflective about the readings and how it relates to previous readings, course themes (e.g. MCH, Leadership, policy formation) and possibly your OpEd or educational topic.
- Please post these to the D2L discussion board save the file: last name_682_reading_date due
- Assessment: Rubric: 3=Notes are very thoughtful, clear, student makes relevant connections to other materials and class themes, student demonstrates strong comprehension and understanding at graduate level; 2= Notes are somewhat thoughtful, clear, student makes somewhat relevant; connections to other materials and class themes, student demonstrates...
moderate comprehension and understanding at graduate level; 1=Notes reflect minimal understanding or effort/not all readings completed 0=Missing all readings

3. LEADERSHIP REFLECTION JOURNAL: 5% DUE: Tuesdays, 11:00 pm
   - Competency addressed: *Use self-reflection techniques to enhance program development, service delivery, patient care, community collaboration, teaching and research, scholarship, and interpersonal communication*
     - Students will: complete weekly readings on leadership and write a paragraph reflection per week on their progress towards developing their own leadership goals.
     - Address the following questions:
       1. How did this reading apply to my development as a leader?
       2. What knowledge or skills can I apply from this reading to current efforts in: (at least one of these areas): program development, service delivery, patient care, community collaboration, teaching and research, scholarship, and interpersonal communication?
       3. What are the barriers to developing/applying the reading to my leadership development?
       4. How can these barriers be addressed?

   - Please answer these questions weekly in a journal (paper or online) format so you can refer the previous week’s entries.
   - Post these to the Dropbox either in a Word document or a screenshot of their journal entry.
   - These will be discussed in class (students will be encouraged to share their experiences) but the entries will only be viewed by the instructor.
   - Assessment: submitted/not submitted

4. CHILDCARE ASSIGNMENT

DEFINITIONS (Adapted from W.T. Grant Foundation: http://wtgrantfoundation.org/grants/research-grants-reducing-inequality)
“Programs” are coordinated sets of activities designed to achieve specific aims in an area.
“Practices” are interactive – in person/online/phone materials and activities – in the process of addressing a desired behavior.
“Policies” - address allocation of resources or regulation of activities. Policies may be located at the federal, state, local, or organizational level. May guide implementation of programs and practices.

CHILDCARE POLICY ASSESSMENT (25%)
Competencies addressed: *Evaluate and present issues that would be appropriate for developing healthy childcare policies; Use data to identify issues related to the health status of a particular MCH population group and use these to develop or evaluate policy; Present and discuss a rationale for policies and programs that is grounded in research and addresses the information needs of different audiences; Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services; Summarize complex information appropriately for a variety of audiences and contexts*

Students are assessed by a two-part individual assignment that requires them to evaluate a childcare issue and related policy that they are passionate about. Students will identify a childcare issue affecting children ages 0-5 (can include pre-school), e.g. access, quality, child mental or physical health and safety-related (e.g. childcare teacher credentials, safe sleep practices, infectious disease control (e.g. COVID-19) and focus on policy/ies that affect this issue for both assignments.
Part I: CHILDCARE POLICY ASSESSMENT (25%)  
- Students will write an approximately 10-page (1.15 spaced) paper in which they will:
  1. Describe the issue briefly and the public health importance of the issue
  2. Identify at least one local or state policy that addresses this issue (could be federal policy implemented locally or at the state level)
  3. Describe local, state or federal agencies that make and monitor implementation of this policy and where information about the policy can be accessed
  4. Conduct (describe methods, results and analyses) a scoping review of the peer-reviewed literature and grey literature (i.e. reports from credible government or other organizations) about this policy in the last 2-5 years (depending on the volume of the literature) and what is known about the effectiveness of this policy and/or recommendations to improve the a) policy or b) implementation of the policy
  5. Process you would use to evaluate how this policy is being implemented locally or at the state-level
  6. Describe implications of your review and evaluation plan for policy, practice and further research

Assessment: instructor will grade based on: degree to which all elements were addressed, evidence of critical thinking, use of appropriate sources, citations present for all assertions of fact and correct use of a standard citation format, and writing (clarity, conciseness, grammar) commensurate with 600-level graduate course.

Part II: CHILDCARE POLICY BRIEF (20%)  
- Students will write a 2 page (front-back) policy brief (should include 1-2 photographs, may use columns) that describes the issue, relevant policy information and recommendations based on the information collected in Part 1.
- Audience: Write for community stakeholders, government agency personnel, legislature
- Assessment: instructor will grade based on: degree to which all elements were addressed, evidence of critical thinking, use of appropriate sources, citations present for all assertions of fact and correct use of a standard citation format, and writing (clarity, conciseness, grammar) commensurate with 600-level graduate course.

5. MCH POLICY RESEARCH REVIEW (25%)  
Competencies addressed: Evaluate how national policies and programs affect maternal and child health; Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies; Describe MCH populations and provide examples of MCH programs, including Title V programs; Use data to identify issues related to the health status of a particular MCH population group and use these to develop or evaluate policy; Present and discuss a rationale for policies and programs that is grounded in research and addresses the information needs of different audiences. Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services; Summarize complex information appropriately for a variety of audiences and contexts.

- Students will conduct a review of literature on an MCH policy of their choice and how it affects an MCH health outcome. This review can take a variety of forms (i.e. scoping, systematic), and must be conducted and reported using systematic, replicable methods. The review can utilize the Cochrane Methodology and may utilize the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist for additional rigor.
• Students will prepare an approximately 10-page report that includes:
  1) a description of the MCH policy,
  2) a statement of why it is important to evaluate the impact of the policy or program on MCH outcomes,
  3) methodology for conducting the review, i.e. retrieving evidence of effect/impact of the policy/program,
  4) method for assessing the quality of the available evidence,
  5) findings,
  6) local or state implications of their findings for policy/program improvement or for future research.

Audience: stakeholders, researchers
Assessment: instructor will grade based on: degree to which all elements were addressed, evidence of critical thinking, use of appropriate sources, citations present for all assertions of fact and correct use of a standard citation format, and writing (clarity, conciseness, grammar) commensurate with 600-level graduate course.

6. EDUCATIONAL/COMMUNICATION PRESENTATION (15%) Dates TBD
Competencies addressed: Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies; Deliver training or educational experiences that promote learning in academic, organizational or community settings
• Students will in pairs, create a 20-30 min presentation of public health information to a non-academic audience on a topic of their choice. They will progress through the following steps:
  o Draft
  o In-class work
  o Present to class
  o Present to audience (they identify with guidance of the instructor)
  o Evaluation
• Audience: non-technical audience, teachers, non-profit organizations, parents
• Assessment: instructor will grade based on: degree to which all elements were addressed, evidence of critical thinking, minimal use of jargon; cultural and linguistic competence, use of appropriate sources, citations present for all assertions of fact and correct use of a standard citation format, and writing (clarity, conciseness, grammar) commensurate with 600-level graduate course. There will also be a peer evaluation of the in-class presentation and students will be asked to obtain an audience evaluation with the required form.

COURSE GRADING

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<thead>
<tr>
<th></th>
<th>Percent</th>
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<tbody>
<tr>
<td>Reading notes</td>
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<tr>
<td>Leadership reflection</td>
<td>5</td>
</tr>
<tr>
<td>CHILDCARE POLICY ASSESSMENT</td>
<td>25</td>
</tr>
<tr>
<td>CHILDCARE POLICY BRIEF</td>
<td>20</td>
</tr>
<tr>
<td>MCH POLICY RESEARCH REVIEW</td>
<td>25</td>
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<tr>
<td>Education/Communication Exercise</td>
<td>15</td>
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<td></td>
<td>100</td>
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Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E = 59% OR LESS
HELPFUL RESOURCES

AZ Children’s Health  


Arizona Women’s Health Status Report  

Bureau of Women and Children’s Health, AZ Department of Health Services  

Children’s Action Alliance  http://azchildren.org/

Off Children with Special Health Care Needs  

Making Action Possible for SO AZ  https://mapazdashboard.arizona.edu/

Academy Health  www.academyhealth.org

American Public Health Association  www.apha.org

Commonwealth Fund  www.cmwf.org

Congressional Budget Office  www.cbo.gov

Frameworks Institute  https://www.frameworksinstitute.org/


Health Resources & Services Admin., -MCH Bureau  https://mchb.hrsa.gov/

Kaiser Family Foundation  www.kff.org

National Academy for State Health Policy  www.nashp.org

National Assembly on School-Based Health Care  www.nasbhc.org

National Center for Children in Poverty  www.nccp.org

National Center on Family Homelessness  www.familyhomelessness.org

National Association of State Mental Health Program Directors  www.nri-inc.org

Opportunity Index  https://opportunityindex.org/


COURSE SCHEDULE

8/22 Class Topic: Introduction  
--Review syllabus
--Discuss assignments

8/29 MCH POLICY OVERVIEW  
*READING DUES DUE

Project work  


**Supplemental readings:** See D2L

9/5 EARLY CHILDHOOD READING NOTES DUE

**Project work**
Self-Awareness quiz in link: https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it
Introduction: Two-Generation mechanisms of child development
Two-generation programs in the twenty-first century
Stress and Child Development
Intergenerational Payoffs of Education
**Supplemental readings:** See D2L

9/12 CHILD CARE AND EDUCATION
**READING NOTES DUE**

**Project work**


**Supplemental readings:** See D2L

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**9/19 CHILD MENTAL HEALTH, CHILD MALTREATMENT, HOME VISITATION READING NOTES DUE**

**Project work**


Arizona Daily Star investigation: Fixing our foster care crisis Part 1, Prevention (all articles) Melchior, P. (3.2.18).

Part 2, Intervention (all articles) Bregel, E. (3.9.18). Part 3, Reinvention (all articles) Gassen, S. (3.16.18)

**Skim:** Chapin Hall at the University of Chicago. (June 25, 2015). Arizona Department of Child Safety Independent Review.

**Supplemental readings:** See D2L

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**9/26 Class work on survey/conference call Leadership discussion/ reflection:** Radical Candor

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**10.3.19 HOUSING READING NOTES DUE**

**Project work – Conference call**


PART 2: 60 days to find a home | PART 3: 'Here for the eviction' | PART 4: $200 from home | PART 5: 'It just has to go' | PART 6: Into the trees | PART 7: Rapid evictions, few options


Browse: https://www.tucsonaz.gov/housing-and-community-development

Supplemental readings: See D2L

10.10.19

Class work on survey

Leadership discussion/reflection: Podcast Episode 1: What is Radical Candor?
https://www.radicalcandor.com/blog/tag/podcast/

10.17.19 NUTRITION PROGRAMS & POLICY READING NOTES DUE

Project work

Leadership discussion/reflection:


Supplemental readings: See D2L

10.24.19 Title V MCH Block Grant READING NOTES DUE

Project work

Leadership discussion/reflection: Radical Candor Episode 2 and 3

Office of Assessment and Evaluation Bureau of Women’s and Children’s Health. (July 2018).


Supplemental income McKernan, Hahn, Leadership Project 11.28.19
Supplemental requirements, by Hero, Jost, Leadership Project 11.14.19

10.31.19 No class – Dr. Cutshaw attending meeting re: class project

11.7.19 FAMILY PLANNING AND REPRODUCTIVE ISSUES READING NOTES DUE
Project work
Leadership discussion/reflection: Radical Candor Episode 4
Supplemental readings: See D2L

11.14.19 INSURANCE/ MEDICAID, SCHIP AND ACA READING NOTES DUE
Project work
Leadership discussion/reflection: Radical Candor 5
Supplemental readings: See D2L

11.28.19 EMPLOYMENT AND NON-TANF INCOME SUPPORT READING NOTES DUE
Project work
Leadership discussion/reflection: Radical Candor 6
Supplemental readings: See D2L
11.21.19 No class – Thanksgiving

12.5.19 LAST CLASS
Finishing class project: data presentations  Wrap-up
Next steps for work
Leadership discussion/reflection

Monday 12/10:  1 pm Open Book final open  REQUIRED STATEMENTS

Communications: You are responsible for reading emails sent to your UA account from your instructor 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students
Nondiscrimination and Anti-Harassment Policy: The University of Arizona 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)

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 its campuses and in its vehicles, [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

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 by the instructor.

Grade Appeal Policy: [http://catalog.arizona.edu/policy/grade-appeal](http://catalog.arizona.edu/policy/grade-appeal)

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.