Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS

CPH 682: WOMEN AND CHILDREN’S HEALTH POLICY
Fall 2018

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.

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 implications (e.g. health, fiscal, administrative, legal, social, and political) of policy options.
4. Communicate and write clearly on a variety of projects (e.g. policy brief, educational presentation, OpEd, memos, testimony) appropriate for a variety of audiences.
LEARNING OUTCOMES/COMPETENCIES: HPS 682 is a required DrPH concentration course

<table>
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<tr>
<th>COUNCIL FOR ACCREDITATION FOR PUBLIC HEALTH: LEARNING OUTCOMES/HEALTH DRPH COMPETENCIES</th>
<th>Specific assignment(s) that allow assessment</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>*D. 2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue</td>
<td>- Child care survey class project – design questions to assess child care use in Pima County</td>
<td>--Survey research, questions developed</td>
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<td>*D. 5 Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies</td>
<td>-- Educational/Communication presentation -- pairs identify MCH issue and Open book final memo</td>
<td>--Powerpoint presentation --Open book final memo</td>
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<td>*D. 17. Deliver training or educational experiences that promote learning in academic, organizational or community settings</td>
<td>-- Educational/Communication presentation</td>
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HRSA MCH Leadership Competencies v. 4.0

| 1. Describe MCH populations and provide examples of MCH programs, including Title V programs. | | |
| 2. 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 data analysis and description | Table and description |
| 3. 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 | -- Powerpoint |
| 4. 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 | --Presentation delivered in a community setting |
| 5. Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services. | -- Educational/Communication presentation | --Presentation delivered in a community setting |
| 6. Summarize complex information appropriately for a variety of audiences and contexts | -- Educational/Communication presentation | --Presentation delivered in a community setting |
| 7. Use self-reflection techniques to enhance program development, service delivery, patient care, community collaboration, teaching and research, scholarship, and interpersonal communication | --Leadership reflections | --reflection assignments |

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 an 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: 20% DUE: Tuesdays, 11:00 pm**

   • For each reading, (2016), students are expected to make a minimum of 3 bulleted comments/notes or questions. These should be reflective about the reading and how it relates to previous readings, course themes (e.g. MCH, Leadership, policy formation) and possibly your OpEd or educational topic

   • Please save the file: last name_682_reading_date due

   **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: 5% DUE: Tuesdays, 11:00 pm**

   • Students will write a paragraph reflection per week on their progress towards developing their own leadership goals.

   • These will be discussed in class (students will be encouraged to share their experiences) but the entries will only be viewed by the instructor

4. **Class Policy Project: 35% DUE: Ongoing, work throughout course, final: 12.5 (Tentative)**

   • Students will participate in all aspects of a policy-relevant group data collection and analysis project

   • Students will have group and individual tasks
• Grades will be based on overall quality of the work and will include a peer review
• The class will produce a written report
• References. At least 10 peer-reviewed references should be included in addition to other literature, policy reports or information obtained from websites
• More details will be provided as the project evolves in real-time

4. Educational/Communication presentation 15%, Dates TBD
• Will be completed in pairs
• Students will choose the topics
• 20-30 min presentation of public health information to a non-academic audience
  o Draft
  o In-class work
  o Present to class
  o Present to audience
  o Evaluation
• Grades will based on instructor and audience feedback

5. Op-ed: 15%, DUE: 11.28
• You will write an individual submission to a newspaper that expresses your opinion on the particular issue you have written about in your memo OR you can choose another topic.
• This will be 600-750 words.
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 New York Times and other national, state (AZ Republic) and local (Arizona Daily Star) newspapers “Opinion” pages for examples.

5. Open-Book Memo: 10%
• The topic will be posted at 1 pm. Dec. 14 and is due at 1 pm Dec. 10 on D2L (our exam time). In this time you will draft a 2-3 page single-spaced memo summarizing a current policy issue that I will give you. There will be more instructions on this assignment provided in class.

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<th>COURSE GRADING</th>
<th>Percent</th>
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<tr>
<td>Reading notes</td>
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<tr>
<td>Leadership reflection</td>
<td>5</td>
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<tr>
<td>Class policy project work</td>
<td>35</td>
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<tr>
<td>Education/Communication Exercise</td>
<td>15</td>
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HELPFUL RESOURCES

AZ Children’s Health
AZ Kids Count
Arizona Women’s Health Status Report
Bureau of Women and Children’s Health, AZ Department of Health Services
Bureau of Women’s and Children’s Health Strategic Plan 2015-2019
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
Frameworkds Institute
https://www.frameworksinstitute.org/
Government Accountability Office
www.gao.gov
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 Research Institute of the National Association of State Mental Health Program Directors www.nri-inc.org
Opportunity Index https://opportunityindex.org/
Robert Wood Johnson Foundation
http://www.rwjf.org/

COURSE SCHEDULE

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

8/29 MCH POLICY OVERVIEW
**READING NOTES DUE**

Project work


**Supplemental readings:** See D2L

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**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

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**9/12 CHILD CARE AND EDUCATION**

READING NOTES DUE

Project work

Supplemental readings: See D2L

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

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

10.3.19 HOUSING
READING NOTES DUE
Project work – Conference call
• Association, 76(3), 319-348.
    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](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/](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

Supplemental readings: See D2L

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

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

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

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.