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PUBH 7090 - Foundations of Maternal and Child Health

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Georgia Southern University
Giann-Ping Hsu College of Public Health
PUBH 7090
Foundations of Maternal and Child Health

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<u>E-Mail Address:</u>	jchopak@georgiasouthern.edu
<u>Office Hours:</u>	Tuesday and Thursdays 9:30-12:30 p.m. or by appointment
<u>Class Meets:</u>	MW 2:30-3:45p.m.; Interdisciplinary Academic Building, room 1015

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Course Description

This course will discuss and examine the history and organization of MCH related services in the U.S. and explore the changing paradigm in the field with a focus on the life course perspective, health equity, and social determinants of health. This will be accomplished through a review of current issues central to maternal and child health, discussions of the organization and financing of MCH health services, reviewing existing data sources and scientific knowledge and their use to improve maternal and child health, analyzing the ways in which the political context in the U.S. and internationally affects the health and well-being of families, and critically examining the ways in which knowledge about an issue, an understanding of the social strategies to address that issue, and political will are leveraged to influence the creation of MCH policy.

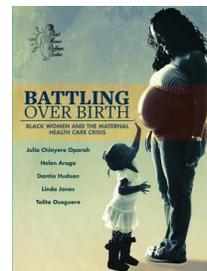
Course Readings

Readings for this course will be posted within the course modules in Folio. The selected readings that are meant to be seminal and thought provoking. Many readings offer excellent references for further research. The number of readings for each week will vary based on the topic.

Additional Resource: <https://www.healthypeople.gov/2020/topics-objectives/topic/maternal-infant-and-child-health>

Required book:

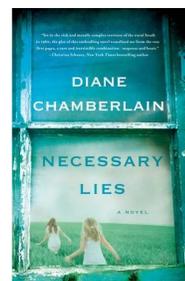
Oparah, J., Arega, H, Hudson, D., Jones, L., & Oseguera, T. (2017).
Battling over birth: black women and the maternal health crisis.



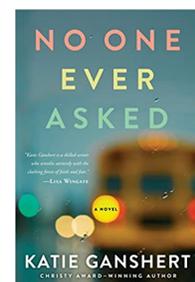
Students will choose ONE of the following books for the Book Review:

All books available on Amazon books or other retailers.

Chamberlain, D. (2013). Necessary Lies



Ganshert, K. (2018). No one ever asked.



MCH Core Competencies

1. Describing determinants of health and illness including biological, behavioral, socio-economic, demographic, cultural and health care systems influences;
2. Analyzing the foundations of scientific inquiry including, but not limited to, epidemiology and the uses and limitations of conceptual frameworks;
3. Appraising the purpose, rationale, activities, and performance measures for existing major MCH programs in the U.S. and other countries;
4. Illustrating the historical development of MCH public policies and practices, including relevant legislation, in the U.S. and other countries;
5. Identifying the philosophy, values, and social justice concepts associated with family-centered, comprehensive, community-based, and culturally competent MCH and public health programs and services, including recognition of community assets; and
6. Combining and applying Public Health principles and techniques across disciplines to solve multifaceted problems within the context of family centered, comprehensive, culturally competent, community based MCH programs and systems.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Describe the historical roots and structure of Maternal and Child Health services in the U.S.
2. Discuss new approaches in the field of MCH that suggest disparities/inequities in birth outcomes are the consequence of differential exposures not only during pregnancy but across the span of a person's life.
3. Describe at least 3 domestic and/or international health issues central to improving maternal and child health globally
4. Demonstrate an understanding of the importance of knowledge, social strategies, and political will in shaping public health policy and practice with regard to MCH.
5. Define basic MCH terminology.

Course Format

Each class will provide an opportunity to discuss the key issues identified for that day. Class sessions will be a combination of presentation and discussion; Guest speakers have been invited in order to give students an opportunity to interact with individuals with diverse expertise and perspectives. Students will also have the opportunities to create class presentations.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Assessment of Student Learning

1. All students are expected to attend each class, participate in class discussion and other student-led activities, and read all the REQUIRED readings. All students will be expected to complete **four (4)** specific assignments for this class.
2. **Reflective Discussion post** - The purpose of the reflective discussion post is to allow you a chance to process weekly class material. It will also provide the instructor insight to student understanding of presented materials and readings. Students will post a total of 10 times throughout the semester.
3. **Book Review**-Each student will complete a review of one of the books that will be read during the semester. The guidelines are available in the drop box. The due date is listed on the syllabus and in the dropbox.
4. Interview of MCH professional. Students will select a specific public health setting and interview an MCH professional. Students will select a professional from a local, state or federal maternal and child health agency OR a professor in an MCH public health program.
5. **MCH Research Paper** Students will select an MCH topic to write a 10-page paper. Guidelines for the paper are available on Folio

Course Grading

1.	Class Participation	15%
2.	Reflective journals	10%
3.	Book Review	20%
4.	MCH Professional Interview	25%
5.	MCH Research Paper	30%
	Total	100%

Student Expectations and Course Policies:

1. **Class Attendance and Participation Policy**-Attendance verification will be completed via Folio. Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, considerations will be made regarding any assignments or exams that occur in the timeframe of the emergency (usually one week). In the case of athletic participation or a different university sponsored event, please inform the instructor at least two weeks PRIOR to the event. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.

ATTENDANCE WILL BE TAKEN DURING CLASS MEETINGS. This is to assist the instructor in learning names as well as for the attendance/participation requirement. It is expected that when you attend class you agree to be an active learner. Throughout the semester the instructor will assess your level of participation. Imagine that each class session is worth approximately 1 point. If you attend class and participate in 'active' learning, you will receive your participation points for the day. The instructor will also incorporate class activities to help assess participation and most will have an accompanying exit ticket. Activities might include reflection of readings/other class material, critiques, in-class group work, quizzes, webcast summations, etc. The exit ticket serves as a real-time assessment of the activity.

2. Please pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
3. Please consult the **STUDENT CONDUCT CODE 2021-22** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.

4. **Use of Cell Phones (and Other Technologies)** The instructor respectfully requests that you do NOT text or use your cell phone during class! During class (unless otherwise instructed) put cell phones away and off or silent so they are not a source of temptation. Offenders will be asked to leave.
5. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
6. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
7. If you are receiving services from the Student Accessibility Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.

8. **The last day to withdraw from class without academic penalty is October 12, 2021**

Syllabus Disclaimer: *This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.*

Tentative Course Schedule-Sometimes due to the availability of guest speakers, course content needs to be rearranged. The instructor will inform the class of any changes to topics and readings.

Date	Topic	Reading
Week 1 August 11	Welcome, class overview and expectations History and Structure of MCH in the U.S. This is Maternal and Child Health (MCH) Timeline Activity (MCH Timeline)	Module 1 Chapter 1
Week 2 August 16-20	Introduction to the Life Course Perspective Life Course Game Video and Discussion – Unnatural Causes: In Sickness and In Wealth	Module 2 Chapter 2
Week 3 August 23-27	Video – Unnatural Causes: “Place Matters” Understanding and Utilizing Basic MCH Terminology Activity	Module 2 Chapter 4 Discussion of Paper Topics: Students share their topic ideas
Week 4 Aug30-Sept. 3	History of Title V, the MCH Block Grant - MCH Related Programs and financing.	Module 3 Chapter 21,22
Week 5 Sept. 6-10	Monday-LABOR DAY HOLIDAY Video – Unnatural Causes: “When the Bough Breaks”	Module 4 Chapter 5 Paper Topic due
Week 6 Sept. 13-17	Social Determinants as Predictors of Maternal Health Outcomes Disparities in Maternal Mortality	Module 4
Week 7 Sept. 20-24	Perinatal Maternal Mental Health	Module 4-Readings & Resources
Week 8 Sept. 27-Oct.1	Family Planning/Reproductive Health care services	Module 5 Chapter 6, 7
Week 9 Oct. 4-8	The Childhood Roots of Health Disparities Chronic disease in children	Module 6 Chapter 11
Week 10 Oct.11-15	Chronic disease in children-Environmental Health	Module 6 Chapter 12
Week 11 Oct. 18-22	Adolescent Health Issues Adolescent Health Risk Behavior	Module 7 Chapter 10
Week 12 Oct. 25-29	Adolescent Health Care School-Based Health Centers	Module 7 Readings Chapter 10
Week 13 Nov. 1-5	Adolescent Health-Educating for Health & Sexual Health Education Guest Speaker-Keri McDonald Hill-GCAPP (Georgia Campaign for Adolescent Power & Potential)	Module 7 Readings Interview due

Week 14 Nov. 8-12	MCH Nutrition: Current Issues in the Field Infant Feeding practices-Breastfeeding Guest speaker:	Module 8 Chapter 13
Week 15 Nov.15-19	MCH Workforce	Module 9 Readings
Nov. 22-26	Thanksgiving Holiday	
Week 16 Nov. 29-Dec. 3	Course Wrap Up Paper Due 12/8/21	

Instructor Objective

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Please feel free to visit my office during scheduled office hours, call, or e-mail me.

Here is what I expect from you.....

Professional Dispositions

MPH students are expected to graduate the program with competent professional skills. Within the class, we will address professional behavior for searching for employment or an internship, but in the meantime, there are expectations of behavior that are expected of all students. The following is a list of skills that faculty expect BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation-Dear Dr. Chopak-Foss
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3232), and
 - the subject of your communication
- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.

- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately. You will be asked to sign your name to separate page to be uploaded to the Folio dropbox labeled "Student Code of Conduct"

Plagiarism:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

ADDITIONAL INFORMATION –UNIVERSITY RELATED IN RESPONSE TO COVID-19

Face Coverings

Face coverings are strongly suggested inside for unvaccinated people or for anyone who chooses to wear one.

Illnesses

Students are encouraged to take appropriate precautions for their health and well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or armdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess