

Course Change Request

Indiana University

TITNA Campus

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [x] Professional credit [ ]

- 1. School/Division Medicine/Public Health
2. Academic Subject Code PBHL
3. Current Course Number P506
4. Current Credit Hours 3
5. Current Title Maternal, Child and Family Health
6. Effective Semester/Year for changes listed below: Fall 2009
7. Instructor: Everetts

Type of Change Requested (Check appropriate boxes and indicate changes)

- [x] 8. Change course number to: P631 (must be cleared with University Enrollment Services)
[ ] 9. Current course title:
Change to:
Recommended abbreviation (optional)

(Limited to 32 Characters including spaces)

- [ ] 10. Current credit hours fixed at: or variable from: to
Change to credit hours fixed at: or variable from: to
[ ] 11. Current lecture contact hours fixed at: or variable from: to
Change to lecture contact hours fixed at: or variable from: to
[ ] 12. Current non-lecture contact hours fixed at: or variable from: to
Change to non-lecture contact hours fixed at: or variable from: to
[ ] 13. Is this course currently graded with S-F (only) grades? Yes No
Change to S-F (only) grading? Yes No
[ ] 14. Does this course presently have variable title approval? Yes No
Is variable title approval being requested? Yes No

- [ ] 15. Is this course being discontinued? For all campuses or for this campus only
[ ] 16. Current course description Course will provide an overview of the health, social, economic and environmental issues affecting women of reproductive age, infants and children. Focus will be placed on the maternal-child period with an examination of the interplay between the biological, behavioral, psychological and social factors that effect health status and reproductive outcomes.

Change course description to (not to exceed 50 words)

- 17. Justification for change This is a 600 level, second year course. (Use additional paper if necessary)

- 18. Are the necessary reading materials currently available in the appropriate library? Yes

- 19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Carole Kacius Date 3/11/09
Department Chairman/Division Director

Dean of Graduate School (when required) Date 3/8/09

Approved by: Date

Dean Date
Chancellor/Vice-President Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY SCHOOL OF MEDICINE  
DEPARTMENT OF PUBLIC HEALTH  
FALL, 2009**

**COURSE TITLE:** Maternal, Child, and Family Health  
**COURSE NUMBER:** P506 – New P631  
**LOCATION:** IUSM, Department of Public Health EF 220  
**DATE:** Monday, 6-8:40p  
**FACULTY:** David R. Everetts, MD, MPH  
Assistant Professor, Dept of Public Health, IU School of Medicine  
714 N. Senate Ave, EF 210, Indianapolis, IN 46202  
317-274-3237  
[dreveret@iupui.edu](mailto:dreveret@iupui.edu)  
Office hours: Monday 3-5:30p

**COURSE DESCRIPTION**

This course is designed to give students to an overview of the health, social, economic and environmental issues currently affecting women of reproductive age, infants and children. Particular focus will be placed on the maternal-fetal period with an examination of the complex interplay between the biologic, behavioral, psychological and social factors that effect health status and reproductive outcomes. Efforts to improve outcomes in MCH by health promotion and disease prevention at multiple levels will be examined and direction for future improvements will be considered.

**MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE  
PERSPECTIVES**

- A. Describe theories and measures used in population health models.
- E. Analyze public health problems using ethical, cultural and historical frameworks and strategic thinking, evaluating their implications for public health practice.
- F. Act in concert with personal, professional and community sense of values.
- G. Critique ethical, social, cultural, political, economic, historical and legal dimensions of policies and programs which affect the health of diverse populations.

**SKILLS**

- H. Describe environmental, social and biological determinants of health and disease and their political, economic and legal contexts.
- J. Make presentations in support of a particular public health proposal using demographic, statistical, programmatic and scientific information.
- M. Understand appropriate uses and limitations of both quantitative and qualitative data, and make relevant inferences from such data.

**APPLICATIONS**

- N. Involve members of diverse communities in collaborations to identify and solve problems, facilitating search for common ground.
- O. Advocate for public health programs and resources.
- Q. Create a shared vision among culturally and professionally diverse individuals and groups to achieve public health goals.

## LEARNING OBJECTIVES

At the completion of this class the student will be able to:

1. Describe normal patterns of development and identify the medical, environmental, behavioral and psychosocial influences on the health of women, infants and children.
2. Describe MCH-related epidemiologic concepts, interpret major sources of data available on MCH, and describe health problems associated with pregnancy, infancy and childhood.
3. Describe the key risk factors/risk markers, sequelae, and racial/ethnic disparities associated with major reproductive and perinatal outcomes.
4. Critically examine the current research in the area of reproductive and perinatal health, identify research gaps and propose a research agenda to further understanding of the etiology of a particular reproductive and perinatal outcome.
5. Facilitate a discussion about a cutting-edge issue/controversy in the area of reproductive and perinatal health.

## REQUIRED OR SUGGESTED TEXT AND/OR READINGS

### *Required Text*

Kotch, J. *Maternal and Child Health: Programs, Problems, and Policy in Public Health*, Aspen Publishers, (2<sup>nd</sup> Edition) Gaithersburg, Md., 2005.

### *Required Supplemental Readings*

Additional readings will be listed in the course schedule and can be found in the appropriate week's file under P650 OnCourse *Resources* tab.

## EVALUATION AND GRADING SCALE

The grading scale is:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	< 60%

## GRADES

Grades are based on the following:

- 2 five-page briefing papers @ 20% each **40%**
- Presentation of 2 briefing paper topics on 11-24 **10%**
- Class participation and accumulation of class assignments **30%**
- Final exam **20%**

**Five-page Briefing Papers (2):** Each student is required to write and submit 2 briefing papers on an approved topic. Each paper should reflect an intervention applicable to a specific maternal and child health issue. Each paper will consider some aspect of the cycle of topics presented. See *Paper Instructions* below. Data sources should be pulled from acknowledged databases and peer-reviewed literature with preference given to list of high evidentiary journals below. Each paper should have its own literature reference list with website references used only to refer to a specific document or report. Use of a direct WIKI website reference results in automatic failure. APA style should be used

**Presentation of briefing paper topics:** Students will have the opportunity to present their paper topics on 11-24. Each student will have a total of 15 minutes to present their 2 topics of interest – time will be called at 10 minutes to allow the last 5 minutes to be used for class discussion.

**Class Participation:** Attendance is a crucial part of this class may affect your grade if excessive (absence of more than 20% of classes results in a "C" maximum). In addition to active class participation, students will be awarded points for various in-class exercises which may include a short quiz, a 5-minute reflection paper, or a 1 page review outline assigned the week before. Discussion on supplemental articles assigned each week (readings in addition to Kotch text) will be led by assigned students for that session. It is expected that the student assigned for each article will prepare 3-4 formal questions for discussion of that article in designed to assist classmates in understanding relevance to the overall topic. Approximately 10 minutes/paper. **The take-home final** will cover topics addressed in the course. Most of the test will be based on an essay format although key factual information will also be included in short-answer format. **Test will be handed out on 11-24 and is due back by 6PM on 12-1.**

### **DETAILED INSTRUCTIONS FOR BRIEFING PAPERS (1st due Oct 13 and second due Nov 24)**

Goal: To assist you in your ability to evaluate and synthesize material in a crisp, concise, and cogent manner in writing.

1. Select a problem (*assignment #1 – due Oct 13*) affecting reproductive or mother/infant issues and a second problem (*assignment #2 – due Nov 24*) effecting toddler, school-aged children or adolescents. Include public health surveillance data from national, state or local sources on the problem you have selected.
2. Be careful in selection as some topics lend themselves better to the public health framework than others. Certain topics may not be as clear or as easy to follow-up within the framework.
3. Write a 5-7 page paper *using the outline below* for evaluating public health problems.

**Define the problem:** In a *brief* statement say why your issue is this an important issue. (*Why it is public health problem?*), who is affected, in what way are they affected, how does this relate to their functioning, their utilization of services, or the cost of providing care?

**Epidemiology:** (*Give the facts*) In epidemiological terms, describe the population affected, incidence, prevalence, distribution in the population, and risk factors. Is the problem acute or chronic?

**Cause:** Briefly describe what is known about etiology of the problem. May be biological or social or often both.

**Prevention:** Describe what is known about preventing the problem.

**Treatment/Intervention:** Describe what is known about available treatments or interventions, whether curative, palliative, whether therapy is well defined or speculative, and potential for success.

**Resources, Programs or Services:** Current availability and utilization of services/resources to prevent or treat the problem, including national guidelines. Year 2010 objectives here if pertinent.

**MCH impact:** Clarify effect of problem on women and children (if necessary), effect on critical periods of growth and development, potential for increasing vulnerability of women and children, potential for increasing MCH system costs, level of complexity related need for collaboration (involvement of multiple professions, agencies and sectors) in problem resolution.

**Need for MCH leadership** in problem recognition, clarification, public awareness, forging partnerships, and monitoring systems for quality and accountability. (*The place for your opinions and insight*)

Include at least **five peer-reviewed references** in standardized format. This can include surveillance data references.

### **Leading Journals in MCH**

1. New England Journal of Medicine
2. JAMA- Journal of the American Medical Association
3. Lancet
4. American Journal of Public Health
5. Public Health Reports
6. Maternal and Child Health
7. Pediatrics
8. Obstetrics and Gynecology
9. American Journal of Obstetrics and Gynecology

### **GRADING CRITERIA: PAPER**

1. **Accuracy.** Precise, detailed, accurate, complete and demonstrating mastery of important knowledge and concepts, where appropriate. Work must be clearly referenced in text and in a reference list, following APA format.
2. **Comprehensiveness and Balance.** Cover the essential information as fully and fairly as possible. You may accept an explanation as likely but present alternative explanations as well. Differentiate between what is "proven" and what is speculation?
3. **Clarity and correctness.** You must write clearly and correctly. Inaccuracies in spelling, capitalization, punctuation, referencing or syntax should be minimal.
4. **Thoughtfulness and creativity.** Your writing should reflect a personal integration, analysis and synthesis of the material. A creative approach, where appropriate, is encouraged.
5. **Critical Thinking:** As graduate students you are to begin to critically analyze information that you read and hear. Your writing should exhibit this skill. Be sure to use citations from reputable sources to back up your thoughts where appropriate. Do not overstate your conclusions.
6. **Timeliness.** The assignments are submitted by the deadline. 5 points per day will be deducted for a late paper.

### **STUDENTS WITH DISABILITIES**

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

### **STUDENT COURSE EVALUATION**

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

### **ACADEMIC INTEGRITY**

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Student Rights*, <http://live.iupui.edu/dos/code/htm>.

### CLASS SCHEDULE

Week	Date	Topics	Readings and Assignments
1	8/25	Course overview and Introduction to MCH	No assignment (Long reading assignment for next class so start early)
2	9/2	<b>Labor Day Holiday</b>	No assignment
3	9/8	MCH Ethics, History of MCH, Families and Health	<b>Chapter 1</b> (p.4-11), <b>2,3</b> (p57-75) in <i>Kotch</i> Supplemental Readings
4	9/15	Reproductive Health and Family Planning	<b>Chapter 4</b> in <i>Kotch</i> Supplemental Readings 3
5	9/22	Pregnancy	<b>Chapter 5</b> in <i>Kotch</i> (113-147) Supplemental Readings 4
6	9/29	Delivery Experience	<b>Chapter 5</b> in <i>Kotch</i> (147-154) Supplemental Readings 5
7	10/6	Newborn I - LBW, Prematurity	<b>Chapter 9</b> (299-312) in <i>Kotch</i> Supplemental Readings 6
8	10/13	Newborn II - Congenital Defects, SIDS	Supplemental Readings 6 <b>Paper#1 due</b>
9	10/20	Toddler-Preschool Age - Immunization, Nutrition	<b>Chapters 6 &amp; 12</b> in <i>Kotch</i> Supplemental Readings
10	10/27	<b>APHA Convention – No class</b>	
11	11/3	School Age - Developmental Disabilities	<b>Chapter 7</b> in <i>Kotch</i> Supplemental Readings 10
12	11/10	Adolescent Health	<b>Chapter 8&amp;9</b> (312-337) in <i>Kotch</i> Supplemental Readings 11
13	11/17	Women's Health – Breast Cancer - Violence	<b>Chapter 10</b> in <i>Kotch</i> Supplemental Readings
14	11/24	Student Presentations	<b>Paper#2 due</b> <b>Final test handout</b>
15	12-1	<b>Final test due by 6 PM</b>	