Registered students please go here for the most recent syllabus, readings and assignments:

https://hserv.washington.edu/courses/course/view.php?id=75

Sample Syllabus Summary:

The assignments and readings are from the Quarter listed. They will most likely change – use as an example ONLY.

Extended MPH Degree Program
School of Public Health and Community Medicine
University of Washington

Health Services 541B
TOPICS IN MATERNAL AND CHILD HEALTH

Autumn Quarter, 2007

Instructor:
Colleen E Huebner, PhD, MPH
Associate Professor of Health Services
Adjunct Associate Professor of Family and Child Nursing (Nursing)
and of Pediatric Dentistry (Dentistry)
Director, Maternal and Child Public Health Leadership Training Program
School of Public Health and Community Medicine

Office: F-351 Health Sciences Building
Email: colleenh@u.washington.edu

I. ABOUT THE COURSE

This is the first of two courses offered in the MCH pathway which together are designed to provide the student with an understanding of the many factors affecting the health of families and children in the U.S. (HSERV 541S), and the epidemiology of MCH problems (HSERV 542S/EPI 521S). Students may take one or both courses.

Course Objectives

This course provides an overview of the major health policies and programs for children and families in the U.S. Upon completing the course, students should be able to:

1. Describe the main historic, legislative, organizational and funding bases for programs serving families and children.
2. Outline the provisions, limitations and gaps in the major health service programs.
3. Assess the effectiveness of existing programs in meeting the needs of specific MCH populations.
4. Use data to describe health status, determinants of health and illness for MCH populations and sub-populations.
5. Identify appropriate strategies for networking, advocacy, and coalition building to address MCH problems and needs.
6. Obtain, evaluate, and synthesize data and deliver it orally to support a logical argument on behalf of MCH populations.
7. Communicate effectively in writing about MCH populations, issues and services.

II. COURSE ORGANIZATION

Time Period for Completion and Credit Hours

The MCH topics course is offered during Autumn Quarter, 2007. The course is a 3-credit course. It does not require prior background in maternal and child health, epidemiology or health services. **Note that the class will meet once on campus, at a time to be arranged.**

The course is designed to be completed in one academic quarter. Course assignments consist of readings, short written responses to specific questions, on-line discussion, and one presentation. There are six written assignments in total due throughout the quarter. Credits for the course will be assigned only after completion of all assignments. If a particular deadline cannot be met, students must contact the instructor or the EXDP office to establish a new deadline. **Written assignments should be sent electronically as an attachment in Moodle (note: only the instructor will have access to your paper). When necessary, you can email it to:** colleenh@u.washington.edu**.**

Content, Structure, and Calendar

The course is divided into seven units. The units are interdependent and build upon each other; they must be completed sequentially. Each unit contains: 1) an introduction and learning objectives; 2) required readings assigned from the text, supplemented with articles selected from the literature 3) an assignment and due date (except for Unit 1). With the exception of Thanksgiving week, each has a final due date of a Thursday.

Student Assignments and Evaluation of Student Progress

Student evaluation is based on the six assignments. Assignments are to be completed at the end of each unit and submitted for evaluation. Written assignments will be graded by the instructor and returned to the student with feedback on the content and form of the written response. Additionally, each student will receive written feedback from the instructor about the in-person presentation and on-line discussions. Comments can be expected within two weeks following the due date. It is a good idea to keep an electronic copy of all material submitted because assignments can get lost or muddled in transit.

In-Person Presentation

The first assignment (Unit 2; see below for details) is due the day the class will be together in person. It is an oral presentation, no more than 15 minutes in length plus 5 minutes for questions and discussion (20 minutes total). The presentation should show evidence of synthesis of the literature, critical thinking and analysis with regard to the issues raised, and offer thoughtful questions to the class to encourage follow-up discussion.

Brief Papers

The three brief papers are based on study questions designed to assist the student to integrate material from the readings and, possibly, with personal professional experience. Generally, specific answers will not be found in a single reading, but will require synthesis of all the materials. The study questions are open-ended and require thought, critical analysis, and organization before writing. The responses should be typewritten and double-spaced; no paper should be longer than 3-4 pages maximum (a reference page should be included and does not count against the page limit). You will find, if you have not already, that writing with page-limit restrictions forces you to craft your work very carefully. It is more difficult to write a strong, coherent essay that is brief than to write a longer paper. The last paper (Assignment 6) is expected to be 2-3 pages only.

On-line Discussions

Two of the class assignments require on-line discussion using Moodle (see Units 4 and 6 for details). You will have a 7-day period in which to participate in each discussion with your classmates. The discussions should show evidence of having read and synthesized the readings, thoughtfully examined one's own and other's ideas, and engaged in considerate and thought-provoking discussion with one's peers.

Student Evaluation of the Course

Students are asked to complete an on-line course evaluation at the end of the quarter. Information from the evaluation will be used to improve the course content and requirements to meet future students' needs and expectations. Student responses will in no way affect grading.

About the Instructor

Colleen Huebner's background is in developmental psychology (PhD) and epidemiology (MPH). She is Associate Professor of Health Services with the University of Washington's School of

Public Health and Community Medicine and directs the School's Maternal and Child Public Health Leadership Training Program (MCH Program). She has been a faculty member of the Department of Health Services, with the MCH Program, since 1997 and is actively involved with MCH training at the local and national level for many years. Currently she is a member of the MCHB Leadership Competencies Workgroup and Chair of the ASPH's MCH Council to the Deans of Schools of Public Health.

Dr. Huebner's research is applied developmental research to improve the lives of infants and preschool children through preventive interventions for normally-developing and at-risk children. Recent studies have included an adaptation and evaluation of Healthy Steps for Young Children, critical review and revision of educational resources for parents and caregivers with relatively low literacy and health literacy skills, community-based interventions to promote young children's language and emergent literacy development, and community-based participatory research to create and test medical-dental-community-family partnerships to reduce early childhood caries. Her research settings span pediatric health care, early childhood education programs, community programs, and public libraries. Dr. Huebner writes for the research literature on parenting, parent-child interaction and multiple domains of child health and development including emotional health, oral health, language and emergent literacy. Additionally, she speaks regularly to community groups and professionals on these topics. In recognition of her broad-reaching efforts to apply prevention science to community-based practices that benefit families and young children, she received a Presidential appointment to the National Commission on Libraries and Information Science (NCLIS) in January 2004 and is a member of the NCLIS taskforce on consumer health literacy.