



## Continuing Professional Educational in MCH

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### Introduction

This issue of the Northwest Bulletin addresses the opportunities for training to build expertise in the public health workforce. With the spotlight turned on public health since the events of September 11 and fears of bioterrorism, the need may seem obvious. As the feature article by Betty Bekemeier describes, the reasons go far beyond that potential problem to cover many other health needs of people in the Northwest.

There are a number of new opportunities in Region X and on-line for public health workers to expand their knowledge and skills. Many are designed for working people, and some employ distance learning techniques to increase access. The Maternal and Child Health Bureau, which funds the Northwest Bulletin in part, supports training around the country. The University of Washington is a provider for many of these opportunities in Region X. (See the articles on this page and page 6.)

The Northwest Bulletin will expand on the theme of distance learning in its next issue.

### MCHB Funding Training for Public Health Professionals

One of the goals of the Maternal and Child Health Bureau (MCHB) is to "assure the highest quality of care through... the availability of a well-trained, culturally diverse workforce." The MCHB's Division of Research, Training, and Education strives to improve the quality of care "by investing in inter-disciplinary, long-term MCH professional training and continuing education programs."

### New Efforts to Develop our Public Health Workforce

*By Betty Bekemeier*

Addressing the needs of the public health workforce and the related public health infrastructure has been the subject of intense discussion. The "graying" of government employees, a nursing shortage, insufficient numbers of experienced public health recruits, and a complex environment of public health issues address the need for ongoing training and support of those in and entering the field of public health.

Many national, state, and local groups have been grappling with these workforce issues for some time. Universities, state health departments, and local providers have made strides individually, and sometimes in partnership, in providing professional development and support to the public health workforce or to specific disciplines within the workforce. This work has often been fragmented, categorical, discipline-specific, or geographically isolated.

The Northwest Center for Public Health Practice at the University of Washington's School of Public Health and Community Medicine has received grant awards in the last year to provide the stimulus needed for a large Northwest regional effort to broaden and accelerate activities related to public health workforce development. Results of these activities include the development of a network across six Northwestern states (Washington, Wyoming, Alaska, Montana, Idaho, and Oregon). This NW Regional Network for Public Health Workforce Development includes local, state, and academic partners in each state. They represent a cross section of people in public health practice including Native American health, various public health disciplines, and



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Contributions to the **NW BULLETIN** on news from throughout the Northwest, activities of state legislatures, upcoming meetings and events, as well as investigative articles and reviews are welcome; however materials submitted for publication are printed at the discretion of the Editorial Board. Notices for the Calendar should include a brief description of the event, the date, time and place, and the name of a contact person for further information. Submissions must be typewritten, double-spaced; illustrations and graphs should be in a form suitable for reproduction. Manuscripts and correspondence should be addressed to:

Deborah Davis Stewart, Managing Editor,  
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The MCHB funds many categories of training, primarily at the graduate and post-graduate level. There are interdisciplinary programs, discipline-specific programs, continuing education-development grants for non-degree training and a number of other funded training projects.

**Interdisciplinary training programs:**

- **The Leadership Education in Adolescent Health (LEAH)** trains more than 400 physicians, nurses, nutritionist, psychologists, and social workers annually.
- **Leadership Education in Neurodevelopmental Disabilities (LEND)** trains individuals from pediatrics, nursing, public health social work, nutrition, speech-hearing language pathology, audiology, pediatric dentistry, psychology, occupational therapy physical therapy, health administration, and parents of children with neurodevelopmental disabilities.
- **Pediatric Pulmonary Centers** training professions for leadership roles in community-based care for children with chronic respiratory disease and their families.
- **Schools of Public Health** train health professionals for leadership roles in public health research and practice.

**Discipline-Specific trainings including:**

- A three year curriculum in behavioral pediatrics offered by Universities and teaching hospitals;
- Graduate medical education in historically black colleges and universities to provide MCH training for residents who will provide primary care to unserved and underserved populations;
- Grants for those working toward a graduate degree in public health and pediatric dentistry, focus training on the access needs of children at highest risk of suffering oral disease;
- University based nutrition training focused on the special needs of mothers and children.

**Continuing Education and Development**

The MCHB also funds short-term programs on new information, research findings and technology to update the knowledge and skills of professionals serving mothers and children.

**Other MCHB Supported Education Programs** include:

- **Healthy Tomorrows Partnership for Children Program** - A collaboration of the MCHB and the American Academy of Pediatrics to increase community access to health care for mothers and children;
- **Bright Futures Project** - A project to develop health promotion and prevention guidelines for infants, children, and adolescents. More than 50,000 copies have been distributed and used by a variety of health professionals and institutions.

The previous information was only a sample of MCHB supported continuing education activities. This information was excerpted from the MCHB web site: [www.mchb.hrs.gov/html/divisions.html](http://www.mchb.hrs.gov/html/divisions.html)

## Editorial

# Professional Development

Mary Richardson, Ph.D., M.H.A.

Advancing one's skills in the field of Maternal and Child Health (MCH) is a little like defining the elephant — you focus on the part you can see immediately in front of you. Like the elephant, MCH practice is larger than any single eye can see. Promoting, protecting, and improving the health of mothers and children requires a multitude of skills and abilities, practiced by professionals trained in a variety of disciplines.

MCH professionals can be found working in many settings, including the smallest, most isolated health department; large, metropolitan health systems; public schools; mental health clinics; and even the halls of state legislatures and the nation's capitol. Yet, the daily challenge of the work often leaves little time or opportunity to reflect on the many professional partners who make up the MCH workforce.

Noting the rapidity of change in health, behavioral and social services has almost become passe, but it remains quite real — especially to those who are working hard to meet those challenges every single day. National policy has shifted, placing a greater emphasis in the public sector on policy development, planning and managing services, rather than delivering them. New knowledge and technology becomes available far more quickly than any one person can possibly keep up with. Greater demands for accountability and an increased focus on improving quality and efficiency have also introduced new ways of measuring and monitoring professional performance.

Fortunately new tools are also available to help both new and seasoned MCH professionals stay abreast of these demands by upgrading skills and knowledge. At the University of Washington we are working hard to assist MCH professionals seeking to enhance their skills by providing educational opportunities in many formats. Educational opportunities range from periodic, short term categorical training — such as that offered by The Northwest Center for Public Health Practice, to graduate degree programs, such as those offered by the nationally recognized MCH Public Health Training Program, the Extended Degree Program (MCH Pathway) for working professionals who cannot return to school full-time, and the Center for Leadership in Pediatric Physical Therapy Education. The Clinical Training Unit, at the Center for Human Development and Disability, is the home of several MCH sponsored activities that provide actual practice experience in a multidisciplinary setting in conjunction with discipline-based academic training. Faculty members in all of these programs

are working to apply new information and communications technology to education offerings in order to improve the learning experience for those who come on-campus to learn as well as those who wish to learn from a distance.

Our partners in this effort include the federal Bureau of Maternal and Child Health, who supports many of these educational programs, and public health leaders from each of six Northwest states including Alaska, Idaho, Montana, Oregon, Washington, and Wyoming. They help us understand the workforce needs within their respective states and also design specialized training opportunities that are delivered in workshops in their home state and/or on-line.

So how do you take charge of your own professional development amidst this array of opportunities? Well a good place to start is to step back from the elephant a bit, and consider the “MCH family” from a perspective that is broader than your daily responsibilities. Ask yourself: “Where do I fit into this?” “Where would I like to fit in five years?” Try writing the job description that you would like to have in five years!

Next begin to think about the “professional building blocks” that will lead you to that new job. What are your strengths and how can you build on them? What are areas of knowledge that you need to incorporate into your skill set or improve upon?

Now, seek out and assess the opportunities that are available to you to meet your professional development needs. Talk with your colleagues about their strategy for professional development. Talk with leaders in your own organization and/or other organizations that are engaged in the work for which you wish to prepare. Talk with some of the faculty experts here at the University of Washington. While we provide as much useful information as possible on our websites (noted in the various articles), we welcome your questions! Call or visit programs of interest to you.

Most of all, if you haven't started — get started. If you have started all ready — good for you! Keep at it. Remember, what we accomplish tomorrow depends greatly upon what we can learn today.

*Dr. Richardson is Associate Professor, Department of Health Services, Co-Director of the Center for Disability Policy and Research, University of Washington. [marylr@u.washington.edu](mailto:marylr@u.washington.edu)*

## New Efforts Workforce Development, cont. page 1

rural and urban settings. These state partners, supported by the Northwest Center, conducted statewide assessments of their public health workforces; identified strengths, gaps, and existing resources in training and workforce development; and prioritized issues to be addressed in state and regional work plans.

The Northwest Center is also conducting and supporting the development of new curricula for public health workforce training as well as technological support for meeting distance-learning demands. A wide range of on-going training for public health workers is already being pilot tested. All new training activities being developed by the Northwest Center are utilizing distance learning techniques and strategies in order to meet the needs of those in practice settings, where geography and time away are often barriers to face-to-face professional development.

The following public health training products have been or will be made available by the Northwest Center for use in public health practice settings within this year.

### **“Hands-on training for Public Health Emergencies”**

—**A Table Top Exercise:** This exercise was designed as an opportunity for public health personnel and their local emergency counterparts to gain skills and knowledge in preparing for and responding to a large-scale communicable disease outbreak or bioterrorism event. The Instructor’s Manual for this activity, related Power Point slides, and handouts are available via CD rom.

**Leading and Managing the Change Process:** This seminar is designed to present two parallel and compatible “theories” of change management that can assist public health agencies in developing and maintaining a system of change management that can be both prospective and reactive as necessary. This training is being created by the NWCPHP in partnership with the Washington State Department of Health and pilot tested June-September 2001.

**Building Community Partnerships to Respond to Public Health Issues:** This training opportunity addresses why and when community mobilization is needed and the process through which collaborative partnerships are developed. It also identifies the skills needed by public health leaders to facilitate the partnering process.

**Program Evaluation:** This course will provide the process for public health personnel to include program evaluation in the early planning stages of a targeted intervention.

This seminar uses injury prevention as an example to give information to public health managers identifying recurring health problems in their state, and how to develop a plan to address the problem as a prevention issue. Participants will also be given a framework and “tools” to evaluate the effectiveness of the projects they undertake that will give their work credibility and accountability for resources spent.

**Public Health 101:** The Northwest Center for Public Health Practice is developing modules to promote workforce development throughout the six states with which the Northwest Center is collaborating. The modules are designed for web-based self study module.

The “Course” Library will be a collection of on-line articles and web sites that are either used within the modules or are other resources that might be of general use to public health practitioners. These resources will be collected into one location for easier access. This course is intended to give participants practice in using the same methods for information retrieval as they must employ in their work settings.

**Epidemiology 101:** Public Health Practitioners use epidemiologic methods are screening, surveillance, surveys, and outbreak investigations. The epidemiologic methods employed in each of these areas will be illustrated through a variety of case studies that will encompass situations encountered in practice. Case studies will be drawn from actual reports.

### **Public Health Nursing Leadership; A Guide to Managing the Core Functions:**

This curriculum will help public health nursing leaders to develop and apply a set of skills in managing the performance of the core functions of public health. The curriculum is based on the recently published book of the same name. The material will be translated into a distance learning format.

### **Certificate Program in Public Health Practice:**

This is a nine-month graduate credit program delivered through distance learning and with some intensive on-site instruction on the University of Washington campus. This program welcomes candidates from state and local public health agencies, voluntary health organizations, community clinics, and others wishing to advance in the field of public health.

Continued next page

## Two MCH Pathways to a Masters in Public Health

### MCH Practice Pathway -MPH in Community-Oriented Public Health Practice

The Master of Public Health in Community-Oriented Public Health Practice is a new, two-year graduate degree program that prepares students for careers in community and public health practice, such as health program planning, program evaluation, and health policy analysis. Students receive a solid foundation in the core disciplines of public health (epidemiology, biostatistics, environmental health, maternal and child health, social and behavioral science and international health) while developing knowledge or competencies in a variety of skill areas including analytical skills, communication and management skills, assessment, policy development and cultural skills. A commitment to social justice and community involvement in solving health problems, combined with rigorous academic preparation is the basis of the curriculum. Students may specialize in Maternal and Child Health as part of this program and receive a “Certificate in Maternal and Child Health”, in addition to the MPH degree.

### Workforce Development, cont. page 4

#### The Summer Institute for Public Health Practice:

The Summer Institute provides public health professionals with the opportunity to learn practice-based skills that can be readily applied in their work setting. Public health professionals selected one or more courses that addressed specific content and skills targeted to their area of practice. Courses offered this year were: Applying GIS to Define and Solve Public Health Problems, Epidemiology-Tools of the Trade, Health Program Planning and Evaluation, Public Health Management Workshop, and Topics in Public Health Practice.

Look to the Northwest Center’s web site (below) for updated information about activities and opportunities for public health workforce development in the Northwest Region or call the NWCPHP for more information—206-685-1130.

*Adapted from “A Public Health Workforce That Works,” Betty Bekemeier. Northwest Public Health, Summer 2001 (Vol 18, No 1). Betty Bekemeier is Program Manager at the Northwest Center for Public Health Practice. The Northwest Center can be contacted by e-mail at [nwcp@u.washington.edu](mailto:nwcp@u.washington.edu) or on the web at <http://healthlinks.washington.edu/nwcp/>*

Preference will be given to applicants likely to pursue careers in community and public health practice, as evidenced by previous professional experience and prior academic and/or clinical training. Although past experience and clinical training are desirable, highly qualified students with only a bachelor’s degree and limited experience will be considered for admission to the program.

For more information about the MCH Practice Pathway-MCH in Community-Oriented Public Health Practice:

[www.depts.washington.edu/sphcm](http://www.depts.washington.edu/sphcm)

Associate Dean for Academic Affairs,  
UW School of Public Health and Community Medicine,  
Box 357230, Seattle, WA 98195-7230, 206/543-1144  
[sphcm@u.washington.edu](mailto:sphcm@u.washington.edu)

### Extended Degree MPH Program-MCH Pathway

The Extended Degree Program (EDP) provides graduate education for employed mid-career professionals practicing in the field of public, community, or environmental health who are unable to undertake full-time study at the University of Washington in Seattle. Admission standards and program quality and rigor are equivalent to on-campus programs.

The EDP is designed to be completed in three calendar years and requires:

Four weeks of intensive in-residence study on the UW campus for three summers.

Two academic years of course work through directed independent study.

Attendance at four on-campus weekend (Fri-Sat) seminars at two-month intervals during the first two academic years.

Completion of a thesis or project.

The MCH pathway features additional self-study courses designed to familiarize health professionals with maternal and child health issues and enhance data management and analytic skills. Students in the MCH pathway also complete a thesis on a MCH topic.

For more information about the Extended Degree MPH Program-MCH Pathway:

- <http://depts.washington.edu/~hsedp/edphome.html>
- Contact: Gail Greenwood, Associate Director, Extended Degree Program, 206/616-8370, [gail1@u.washington.edu](mailto:gail1@u.washington.edu)
- Contact: Michelle Bell, EDP Director MCH Pathway: 206/543-0316, [mbell@u.washington.edu](mailto:mbell@u.washington.edu)

## MCHB Grants to Graduate and Professional Schools

The federal Maternal and Child Health Bureau funds training grants in selected graduate and professional schools. These training grants support a focus on women and children in faculty and student teaching, research, and service. The programs train students for leadership in MCH; to develop new fields and areas of expertise; to support faculty; and enhance collaboration across disciplines, and between universities and state/local MCH programs. The University of Washington has training grants in five areas: School of Public Health, Leadership Education in Neurodevelopmental and Related Disabilities (LEND), Pediatric Physical and Occupation Therapy, Nursing, and Pediatric Pulmonary Center.

### The MCH Public Health Training Program

The Maternal and Child Health Program in the School of Public Health and Community Medicine is a two-year program leading to a Master of Public Health (MPH) degree. It is designed primarily for individuals with clinical or public health experience who seek advanced training to assume increased responsibility for program management, policy formulation, assessment, evaluation, and/or research.

The MCH Program provides an interdisciplinary approach to the wide variety of factors that influence the health and health care of women and children. It is an interdepartmental program offered jointly by the Departments of Health Services and Epidemiology.

For more information about the MCH Training Program:

<http://depts.washington.edu/mchprog/welcome.html>

by contacting the: Maternal and Child Health Program, University of Washington, Box 357230, Seattle, WA 98195-7230: phone: (206) 543-8819 fax: (206) 616-8370

or contact our Program Administrator, Carmen Velásquez, at [carmv@u.washington.edu](mailto:carmv@u.washington.edu).

### The Center for Leadership in Pediatric Physical Therapy Education

The Center for Leadership in Pediatric Physical Therapy Education at the University of Washington has grant funding from the Maternal and Child Health Bureau to provide support for pediatric physical therapists who are interested in preparing for leadership roles in the profession. Center trainees may pursue either a master's degree in the Department of Rehabilitation Medicine, Division of Physical Therapy, or a doctoral degree in one of seven collaborating doctoral programs on campus. Awards toward in-state tuition and stipends are available. The application deadline is flexible.

### Post-Professional Master's Program

Center Trainees pursue a Master of Science (MS) degree, following one of two educational pathways:

- 1) Assessment/Clinical Management, or
- 2) Research/Teaching.

In addition to core course work, trainees elect interdisciplinary courses from a variety of departments within the University. Advanced clinical and research practica complement the program of study.

### Post-Professional Doctoral Program

In collaboration with seven doctoral programs (Biocultural Anthropology, Developmental Psychology, Educational Psychology, Epidemiology, Neurobiology and Behavior, Nursing, and Special Education), the Center provides a mentored experience of study and research in pediatric physical therapy. The program is designed to foster leadership development and integrate the pediatric physical therapist's expertise into the broader context of the interdisciplinary field of maternal and child health.

For more information about the Center for Leadership in Pediatric Physical Therapy Education:

<http://depts.washington.edu/rehab/education/pt.shtml>

by contacting : Deborah Kartin, PhD, PT Center Project Co-director at 206/598-5338 e-mail:

[kartin@u.washington.edu](mailto:kartin@u.washington.edu)

or Kathleen Washington, PhD, PT Center Project Co-director at 206/598-5327, e-mail: [wpt@u.washington.edu](mailto:wpt@u.washington.edu)

### Leadership Education for Children with Neuro-developmental Disabilities and Related Disorders Program—The Clinical Training Unit (CTU)

is an interdisciplinary program with goals intended to serve children with neurodevelopmental and related disabilities. The CTU is a component of the University Center for Excellence in Developmental Disabilities (UCEDD) at the Center on Human Development and Disability (CHDD).

The Leadership Education for Children with Neurodevelopmental Disabilities and Related Disorders Program (LEND), is funded by the Maternal and Child Health Bureau, provides primary support for the CTU training program. Additional funding support for training is made available by the ARC of Washington Trust Fund and other sources. The CTU prepares health professionals in audiology, developmental pediatrics, disability law, nursing, nutrition, occupational therapy, pediatric dentistry, physical therapy, psychology, public health, social work, and speech/language pathology to be leaders in meeting the complex needs of infants, children, and youth with neurodevelopmental disabilities and their families.

Long-term trainees participate in the program for at least three academic quarters. Long-term training is offered to candidates for master's and doctoral degrees, and post-doctoral/post-degree professionals. Trainees receive degrees or fellowship certification through an affiliated UW academic department. Most long-term trainees start in September. Developmental Pediatrics Fellows begin on July 1.

Short-term training opportunities include clinical practica to meet course/degree requirements, and training courses for community-based health practitioners and UW students.

For more information about the LEND Program:

<http://depts.washington.edu/lend/>

by contacting Sally Stuart, MSW, Interdisciplinary Training Director, 206/685-1242, [sns@u.washington.edu](mailto:sns@u.washington.edu)

### **Pediatric Pulmonary Center**

The Pediatric Pulmonary Training Center provides exemplary interdisciplinary leadership and clinical training for graduate and post-graduate trainees in medicine, nursing, nutrition, social work, physical therapy, and respiratory care so that they can become national leaders in the assessment, policy development, and assurance of systems of care required by children with chronic respiratory conditions and their families.

The Pediatric Pulmonary Training Center uses the resources of other training programs at the University of Washington to achieve its goals. In particular, the PPC collaborates closely with the other MCHB leadership training programs located at the UW.

For more information about the Pediatric Pulmonary Training Program

<http://www.depts.washington.edu/seappc>

Greg Redding, M.D., Director, Maternal Child Health, Pediatric Pulmonary Training Center, [gredding@u.washington.edu](mailto:gredding@u.washington.edu)

### **Nursing Leadership Enhancement for Culturally Competent Care: Children and Adolescents with Special Health Care Needs, Families and Communities**

The Center addresses three goals:

Leadership will be enhanced in the graduate preparation of masters' and doctoral nurses who have a specialty emphasis on populations of CSHCN.

Graduate education will occur within the context of a richly diverse student body prepared to provide culturally competent health care to ethnically diverse and underserved populations.

Regional/ national campus-community partnerships will be maintained and expanded using technical assistance, continuing education, faculty/postgraduate development and leadership activities with emphasis on Title V and other MCHB funded programs.

Interdisciplinary mentorship, workshops, course work, research and community based partnership-building activities with emphasis on culturally competence are components of an educational strategies emphasizing leadership and culturally competent care in regard to the core MCH public health services of enabling and infrastructure building with implications for population based and direct care services. Center sponsors Web-based interactive site to provide discussion and consultation among faculty and postgraduates related to leadership and culturally competence.

In collaboration with the WA State Health Department programs for CSHCN, students develop leadership practicums and scholarly projects with Title V projects. Four distant independent learning CE offerings have been developed and focus on

- 1.) Teenagers with Diabetes: Advocacy Building,
- 2.) Teenagers with Disabilities: Transition to Adulthood,
- 3.) Adolescents and Confidentiality, and,
- 4.) Childhood Obesity.

For more information about the Center for Leadership in Pediatric Physical Therapy Education:

<http://www.son.washington.edu/~csh/cshmain.htm>

by contacting : Diane Magyary, A.R.N.P., Ph.D., Project Director at 206/6858-7444 FAX 206/685-9551

e-mail: [magyary@u.washington.edu](mailto:magyary@u.washington.edu)

## Calendar

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**May 2-4, 2002**, SOPHE Midyear Scientific Conference, Cincinnati, OH. For information contact the conference hotline 202/408 9804 or [www.sophe.org/](http://www.sophe.org/)

**November 9-13, 2002**, APHA 130th Annual Meeting & Exposition, in Philadelphia. For more information see [www.apha.org](http://www.apha.org) or contact E. Shipley [edward.shipley@apha.org](mailto:edward.shipley@apha.org) or

## Northwest Bulletin on the Web

Beginning in April of 2002 you will be able to subscribe to *Northwest Bulletin* by e-mail. We are currently reworking our web site to have an automated sign-up procedure. Please watch for the announcement in your next issue of the Northwest Bulletin or check our web site: <http://depts.washington.edu/nwbfch/>

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# NW BULLETIN

*Family and Child Health*

Department of Health  
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