

# **INNOVATIVE TEACHING ACTIVITY**

## **Maternal and Child Health Guidelines**

### **Overview and Instructor Notes**

#### **I. Introduction**

The purpose of this lesson is to provide students with an opportunity to understand why guidelines for maternal and child health are created and learn the process in which they are developed. Prevention guidelines are recommendations for a preventative or clinical service intended to improve the overall health or health outcomes of an individual. Maternal and child health guidelines are developed based on extensive scientific evidence and routinely disseminated to the public in an effort to promote women's health and evidence-based health behaviors.

#### **II. Purpose**

The purpose of this teaching activity is to equip students with a better understanding of the guideline development process, why guidelines may change based on emerging scientific evidence, and how those changes impact healthcare providers and the public. The assignment gives students an opportunity to assess the public's health literacy of women's health guidelines. Students will have an opportunity to conduct interviews and critically evaluate their findings, thereby understanding the role health literacy plays in an individual's ability to make healthcare decisions and the impact guidelines changes has on health prevention behaviors.

#### **III. Learning Objectives & MCH Competencies**

Upon completing this project, students will:

- Identify the types of organizations that create preventative guidelines
- Describe the process for developing guidelines for preventive and clinical services
- Classify U.S. Preventive Services Task Force Recommendations based on the assigned letter grade
- Illustrate the need for evidence-based public health practices
- Define health literacy and explain its importance in maternal and child health
- Gain experience evaluating the public's health literacy of women's health guidelines

Maternal and Child Health Leadership Competencies:

- Self: Ethics and Professionalism, Critical Thinking
- Others: Communication, Cultural Competency, Interdisciplinary Team Building
- Wider Community: Policy and Advocacy

## IV. Materials and Resources

- **Power Point Presentation** (with instructor notes, or pre-recorded video)
  - Includes an introduction to prevention guidelines; a short introduction of the different organizations that create guidelines; an overview of the U.S. Preventive Services Task Force guideline process; an explanation of the importance of guidelines; a brief overview of guideline dissemination and implementation challenges; a brief overview of health literacy; and an overview of the assignment
- **Suggested Assigned Reading**
  - “Health literacy and public health: A systematic review and integration of definitions and models” (Sorensen et al., 2012)
- **Assignment Instructions & Grading Rubric**
  - Includes an example interview guide, worksheets, and a grading rubric
- **Sample Guideline Assessment Guide and Product**
  - Provides an example of a completed report and PowerPoint presentation
- **Post-Test**
  - Tool to evaluate students’ knowledge and skills after viewing the presentation and completing the assigned activity

## V. Procedure

### Instructor Responsibilities:

- Provide clear instructions for conducting the individual health literacy interviews
- Review and approve the interview guide for the health literacy assignment (surveys may be substituted for interviews depending on time constraints)
- Discuss the importance of conducting the interviews with respect and professionalism
- Provide an example of a completed health literacy guidelines report and presentation

### Student Responsibilities:

- Select one women’s health guideline that has recently changed
- Draft an interview guide and receive instructor approval
- Conduct at least 3 interviews/surveys with individuals in the target range of the guidelines
- Submit a report that describes the chosen guideline and changes, summarizes interview findings, and critically assesses implications of findings
- Present the report to the class
- Evaluate group members at the end of the assignment

## VI. Assessment

A grading rubric and post-test are included in this assignment toolkit.

## VII. Instructor Reflection

It is suggested that instructors reflect on the execution of the lesson and assignment in order to improve the course quality.

## Maternal and Child Health Prevention Guidelines Post-Test

The following questions will be used to evaluate students' knowledge and skills after completing the Maternal and Child Health Prevention Guidelines activities. Please read the directions for each section carefully and circle your response.

For the following questions, please circle either true or false.

1. The United States Preventive Services Task Force (USPSTF) only consults healthcare experts throughout the guideline development process. ([PowerPoint, Slide 7](#))

True                      \*False

2. Health literacy is about knowledge, since most individuals with low health literacy have less than a high school education. ([PowerPoint, Slide 23](#))

True                      \*False

3. Evidence-based public health is the development, implementation, and evaluation of effective programs and policies through the application of principles of scientific reasoning. ([PowerPoint, Slide 16](#))

\*True                      False

4. A guideline recommendation assigned a "C" letter grade indicates the USPSTF recommends the service and there is moderate certainty that the net benefit is moderate to substantial. ([PowerPoint, Slide 12](#))

True                      \*False

5. Without the ability to process or understand health information, individuals are less likely to use clinical and preventive services like screening. ([PowerPoint, Slide 23](#))

\*True                      False

For the following questions, please rate how strongly you agree or disagree with each statement.

*I feel confident in my ability to...*

6. Evaluate the strength of evidence for a prevention guideline.

Strongly Agree      Agree                  Neither                  Disagree                  Strongly Disagree

7. Describe the process for developing guidelines for maternal and child health services.

Strongly Agree      Agree                  Neither                  Disagree                  Strongly Disagree

8. Communicate to the target population about prevention guideline changes.

Strongly Agree      Agree                  Neither                  Disagree                  Strongly Disagree

9. Explain the need for evidence-based public health practices.

Strongly Agree      Agree                  Neither                  Disagree                  Strongly Disagree

10. Define health literacy and explain its importance in maternal and child health.

Strongly Agree      Agree                  Neither                  Disagree                  Strongly Disagree