



University of South Florida  
College of Public Health

## PHC 6537: Case Studies MCH Programs, Policies and Research Spring 2022

CRN: 10831 | Section (001) | 3 Credits

### COURSE SYLLABUS

<b>Course Description</b>	<i>This course is a capstone course intended for students near the completion of their MPH program with concentration in maternal and child health. The learner will build upon knowledge from previous courses and experience to effectively analyze MCH research, programs, and policy.</i>		
<b>Pre-requisites</b>	PHC 6531, PH Core Courses	<b>Co-requisites</b>	Enter
<b>Course Website</b>	<a href="http://my.usf.edu">http://my.usf.edu</a> (Canvas)	<b>Delivery Method</b>	Blended
<b>Location</b>	CoPH 2004	<b>Day(s)/Time(s)</b>	Wednesdays, 5:00-7:45pm

<b>Instructor Information</b>	Russell S. Kirby, PhD, MS, FACE	<b>Office location:</b> NEC 252
	kirbyr@usf.edu	<b>Office hours:</b> email for appointment
	813-396-2347	<b>Preferred method of contact:</b> Email
	Reply Policy: will respond within 24 hours on weekdays	

<b>Teaching Assistant Information</b> <i>(Delete section if course does not have a TA)</i>	Name	<b>Office location:</b> Office location
	Email address	<b>Office hours:</b> Office hours
	Phone	<b>Preferred method of contact:</b> choose preferred method of contact
	Reply Policy: Reply Policy	

## Course Requirements

<b>Required Materials</b>	<p>No required textbook Enter full text citations of all required materials (including ISBN)</p> <p>Bookstore <a href="https://www.bkstr.com/usftampastore/home">https://www.bkstr.com/usftampastore/home</a>.</p>
<b>Recommended Materials</b>	<p><i>Optional: Kotch, J. (2013). Maternal and child health. Sudbury, Mass.: Jones &amp; Bartlett Learning. (This book was required in a previous MCH course required for this course)</i></p> <p><i>Issel, L. M. (2018). Health program planning and evaluation: a practical and systematic approach for community health (Fourth ed.). Sudbury, Mass.: Jones and Bartlett Publishers. ISBN: 9781284112115</i> Enter full text citations of any supplementary materials</p>

## Course Schedule

This is provided in a separate document on Canvas

## Grading Policies and Procedures

---

### Grading Scale

Letter Grade	Percentage (%)	Points
A	90 - 100	243+
B	80 - 89	216-242
C	70 - 79	189-215
D	60 - 69	162--188
F	0 - 59	<162

*There are no plus or minus letter grades in this course.*

**Incomplete ("I") Grade:** Students who are unable to complete all requirements of the course for circumstances beyond their control may request to receive an "I" grade to allow for completion of the remaining coursework the next semester(s).

Undergraduate: <https://catalog.usf.edu/content.php?catoid=13&navoid=1578#i-grade-policy>

Graduate: <https://catalog.usf.edu/content.php?catoid=12&navoid=1375#academic-standards-and-grades>

### Grading Criteria

Assessment	Due Date	Total Points
1. <i>Pre- and Post-MCH Navigator (individual)</i>	<i>Jan 17<sup>th</sup> May 1<sup>st</sup></i>	<i>5</i>
2. <i>MCH Program Evaluation</i>	<i>Feb 19<sup>th</sup></i>	<i>40</i>
3. <i>Leadership Plan</i>	<i>Jan 29<sup>th</sup></i>	<i>20</i>

4.	<i>Policy Advocacy Assignment 1: Parts 1-6</i>	Mar 5 <sup>th</sup>	30
5.	<i>Policy Advocacy Assignment 2: Parts 7-9</i>	Mar 26 <sup>th</sup>	30
6.	<i>Policy Advocacy Assignment 3: Parts 1-12</i>	May 1 <sup>st</sup>	30
7.	<i>Final Presentations: Advocate for your program or policy, plus 1 pager Policy Brief</i>	Apr 30 <sup>th</sup>	20
8.	<i>Case Studies and Debates</i>	Weekly	30
9.	<i>Class participation</i>	Weekly	35
10.	<i>Individual Reflection Paper</i>	May 1 <sup>st</sup>	30
<b>Total</b>			<b>270 Points</b>

There are a total of 270 possible points for this course, no curving or rounding of grades.

## Assessment Description

The entire course is worth 270 points.

### **Pre- and Post- MCH Navigator (5 points):**

Take the MCH Navigator Self-Assessment, and identify areas that you need to improve for this semester. Complete it again toward the end of the semester to see how you have developed and what areas you might focus on in the future.

**Class Participation:** (40 points-approximately 3 points per class) Students will start out with 40 points and points will be deducted for unexcused or excessive absences, not being prepared to discuss or present, and not actively participating in discussion. Students will be expected to discuss assigned readings.

**Case Studies and Debates:** (30 points). Each student is expected to participate in the analysis and interpretation of case studies or in-class debates and **will be assigned throughout the course**. Some of these activities may be group projects and some may be done individually. There will be three case studies or debates worth 10 points each. Directions for each activity will be provided separately.

**Program Evaluation Project:** (40 points). 30 points will come from the overall group assessment, and 10 points from the individual student presentation and contribution to the project.

**Policy/Advocacy Group Work:** There are several student groups (usually 3-4 students per group) who will develop an advocacy plan to support a selected policy change. **This assignment spans the entire semester.**

- A. Leadership Plan:** (20 points) Using leadership principles discussed in class, each group will develop and agree to a 2-3 page leadership plan/ contract that will be used to prepare their advocacy plan (details below). The plan is your contract/commitment to work as a team and equitably share the responsibilities. This should include tasks and timetable, protocol and expectations for communication within the group, protocol for changing individual responsibilities, protocol for resolving disagreements and assuring each group member's participation, expected communication methods and frequency, and indicators of success. Each student will take on the group leader role for an equal number of weeks and agree on the role of leader. Each new group leader will discuss with the group members their leadership style and principles that work best for them (this does not need to be documented in plan). The initial leadership plan is **due 1/29/21** and any amendments should be emailed to the instructor as soon as possible.

**B. Advocacy Plan:** (90 points) Each group will identify a community-based organization or agency in the Tampa Bay area and work with agency staff to identify health related policy controversies of current concern as potential topics and email these topics to the instructor **by 2/03/21** (your group will need approval of the topic). The topics should be currently discussed at least at the state or federal level. You will need to track news articles and proposed legislation, investigate current practices and scientific evidence, identify key stakeholders, and propose a policy and advocacy plan.

**Your group written project should address the following:**

#1-6 (3/5/21) - 30 points

1. A brief overview of the health policy/advocacy issue.
2. A description of the policy change you want to make, including evidence indicating why a change is necessary?
3. The history of trying to fix the problem (what is the current policy and previous policies). Who was involved? Who were the proponents and opponents?
4. Interview a key stakeholder/leader of the organization working on advocacy issue.
5. The emotional appeal and how it serves the public interest to alter this policy.
6. Involvement the media has had in portraying the problem. Any documentation about public opinion?

**Advocacy Plan cont.**

#7-9 (3/26/21) - 30 points

7. Your well-researched workable policy solution.
8. Analysis of other alternative policy solutions being presented by other groups and opponents arguments.
9. Describe potential partners (groups, individuals) and potential opponents.

#1-12 (5/1/21) - 30 points

10. Create 2 advocacy tools, one page fact sheet and a ten minute power point presentation for use with community groups
11. Create two other advocacy tools, e.g., a press release, op ed, letter to policy makers/legislators, bill board message, brochure/flyer for community members, testimony for legislative committee.
12. Discuss rationale for selected advocacy tools and a dissemination plan.

**Due dates and points for plan:**

- a. Identify policy issue (2/3/21) - No points
- b. -#1-6 (3/5/21) - 30 points
- c. #7-9 (3/26/21) - 30 points
- d. #1-12 (5/1/21) - 30 points

There are no page limits on these assignments-this should be a group decision. These assignments are group grades.

**C. Class Presentation of Policy/Advocacy Plan:** (20 points) Each group will have 40 minutes to present their policy/advocacy plan using an effective and professional presentation style. All members must participate in the presentation equally. At a minimum, a copy of the fact sheet shall be distributed to class members and the last 10 minutes should be reserved for the power point presentation (see #9 above). **Due Date: 4/29/21.**

**Individual Reflection Paper:** (30 points) The first section shall chronicle and analyze your experiences working with your group. The analysis should include critique of one's leadership style and compare to other leaders in the group. Also, include an analysis of the group's functioning (what worked and did not work, how differences were resolved, and recommendations for improving your ability to work in and lead groups. The second section of the paper is a discussion of how group work is a primary component of public health/community-based work in your specialization. Discuss how working in groups increases your capacity for meeting the health education or MCH leadership competencies. Include references to the literature using APA style. Paper should be no longer than 7 pages 1.5 spacing and is **due 5/1/21**.

**Class participation / Case Studies Discussions (individual)**

Participation in this course is graded through class discussion and meaningful contributions in the case study activities. The following rubric will be used by the instructors to rate student participation:

**Rubric for Assessing Class Participation**

	<b>Exemplary (9-10)</b>	<b>Proficient (8-9)</b>	<b>Developing (7-8)</b>	<b>Poor/Unacceptable (&lt;7)</b>
<i>Frequency of participation</i>	Student initiates meaningful contributions more than once in each discussion.	Student initiates contribution once in each discussion session	Student initiates contribution at least in half of the discussion sessions	Student does not initiate contribution & needs instructor to solicit input.
<i>Quality of comments</i>	Comments always insightful & constructive; uses appropriate scientific terminology. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal jargon.
<i>Listening skills and respect for others</i>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

*NOTE: This class does not have multiple choice exams, instead the educational assessment approach is based on tasks that reflect critical thinking through practice-based scenarios (advocacy construct, real-world experiences integrated throughout the course) and a culminating experience (complete project and presentation).*

- **All work is expected to be completed on time, by 12:30 PM on the due date. If there are extenuating circumstances, you must notify the instructor before the assignment is due.**

### **Academic Integrity**

The College of Public Health considers academic integrity to be a critical component of higher education. It can be useful for students to collaborate when studying and learning course material. And, in some cases, certain social media platforms can be used to help facilitate learning. However, the use of technology (such as GroupMe, CourseHero, SnapChat, etc.) to cheat is in violation of the academic integrity policy at USF. This includes sharing exam questions, taking exams together, posting previous assignments, downloading assignments/course content from unapproved sources, directly copying content from outside sources (plagiarism), purchasing or soliciting content, or participating in discussions related to cheating.

Students who witness cheating, such as in an online chat, even if they are not actively participating, are required to report the activity. Awareness of cheating without reporting it is called complicity. Complicity also bears penalty according to the USF academic integrity policy.

The College of Public Health will impose sanctions for plagiarism, cheating, and complicity that are in direct violation of USF's academic integrity policy. This may include a zero on an assignment/exam, failure of a course, assignment of an FF course grade, which indicates academic dishonesty on the student's USF record, or dismissal from the University. See the [Institutional Policies](#) for more details.

## Course Competencies and Objectives

Alignment Matrix					
CONCENTRATION COMPETENCIES (CC): MATERNAL AND CHILD HEALTH CONCENTRATION	COURSE OBJECTIVES: <i>PHC 6537: MCH II</i>	MEETS CC	ASSESSMENTS*	SESSION #	
<p>1. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH issues including: morbidity and mortality; individual, family, social and community factors; and health system characteristics;</p> <p>2. Describe the scope and impact of MCH problems for children, women and families</p> <p>3. Use basic quantitative and qualitative research methods to prepare data for problem identification, program planning and evaluation, and policy analysis</p> <p>5. Describe MCH history, policy development, major programs, laws, regulations, advocacy movements and current legislative mandates;</p> <p>6. Summarize data on a policy, write policy statements, and translate policies into organization</p> <p>7. Communicate effectively both orally and in writing</p> <p>8. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice.</p>	1. Effectively research current MCH literature.	1, 3, 5	Written Assignment (Project Assignment #1)	Week 9	
	2. Analyze selected MCH programs, policy and advocacy.	2, 3, 6, 8	Written Assignment (Project Assignment #2) Case Study 1-3	Week 12 Weeks 3, 5, 7	
	3. Demonstrate a scholarly approach to writing.	2, 6, 7	Written Assignments (Project Assignments 1-3)	Weeks 9,12,	
	4. Investigate the ethical, political and equity issues related to MCH policy.	2, 3, 5, 6, 8	Written Assignments (Project Assignments #3) Case Study (1-4) Individual Project (Individual Presentation) Other (Policy Brief)	Week 15 Weeks 3, 5, 7, 12 Week 14 Week 14	
	5. Assess the pros and cons of leadership styles in various practice situations.		7	Other (MCH Competencies Self-Assessment)	Week 1
				Other (Individual Portfolio)	Week 13

\* **Assessment Types:** Quiz, Web quest, Journal/Blog, Discussion Board, Written Assignment, Exam (including essays), Poster, Individual Project, Group Project, Group Presentation, Case Study, Research Paper, Demonstration/Simulation and Other

## Additional Course Information

---

Reference List – see materials posted on Canvas

### Course Policies

---

#### Attendance, Online and In-Class Participation

*See class participation grading criteria above.*

*See Institutional Policies section for Emergency Preparedness for Academic Continuity.*

*All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.*

*All assignments will be submitted via Canvas. Please do not hesitate to email with questions or set up a time to meet as a group or individually to work through any questions, issues, or problems. Email is the best way to reach me. If you have a laptop you can bring to class each week, please do. We will spend a significant amount of class time working on the group assignments and access to your computers will be valuable.*

#### Instructor Expectations

*This course is a graduate level course and students are expected to come to class prepared, actively participate in all activities, and complete assignments on time. Students are also expected to contribute to discussions, embrace reciprocal learning among classmates, and fulfill teamwork expectations established by their peer group. All assignments are to be taken independently by each student without the help of other students or individuals.*

*Unless arrangements are made in advance, as course instructors, we will generally be checking for class emails once per day at the end of the work day and should respond within 48 hours of reading the email. Emails sent after 4:00 pm, may not be read until the end of the next work day. If you need to send an email regarding special requests for missing class or a class assignment, please send the email in advance as defined above.*

*Those requests sent prior to class or due date will be given due consideration. Electronics are only to be used for note-taking purposes and not for personal reasons such as exploring the Internet or checking email. Cell phones should be turned off or placed on silent mode during classes.*

*Any questions or concerns among students should be brought to the attention of the instructors immediately. The instructors will be available outside the classroom by appointment.*

**All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus. [Click here for more details.](#)**

See Institutional Policies link for Statement of Academic Continuity.



## Institutional Policies and Resources

---

### Institutional Policies

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF. These policies may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Title IX provides federal protections for discrimination based on sex, including pregnancy and sexual harassment, sexual violence, stalking, and relationship violence. In effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or [va@admin.usf.edu](mailto:va@admin.usf.edu).*

### Other Institutional Policies and Resources

Download at: <https://usfhealth.box.com/s/3nxazd87ucg5ixlzf5wxkii009rte8z6>

# PHC 6537: Case Studies MCH Programs, Policies and Research

*Spring Semester, 2022*

**Please note: Readings and lectures as well as additional resources will be added to Canvas as the semester proceeds. Most guests are confirmed, but there might be slight changes so this document will be updated as the semester proceeds.**

## **1/12 Introduction**

Lecture/Discussion: Syllabus Overview, Cross-currents in American Society, Overview of Public Health Program Evaluation

Activity: Introduction, Select program evaluation topic, Discuss Group Assignments

### Required Readings

- Community Tool Box. (2016). Section 1. A Community Tool Box Overview and Gateway to the Tools.
  - o Overview: <http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement/community-tool-box-overview/main>
  - o Table of contents: <http://ctb.ku.edu/en/table-of-contents>
  - o Toolkits. <http://ctb.ku.edu/en/toolkits>

### Recommended Readings

- Frieden TR. A framework for public health action: The health impact pyramid. *American Journal of Public Health* 2010; 100(4): 590-595
- Grason H, Guyer B, 1995. *Public MCH Program Functions Framework: Essential Public Health Services to Promote Maternal and Child Health in America*. Baltimore, MD: The Women's and Children's Health Policy Center, The Johns Hopkins University. Available on Canvas.
- Dawes, Daniel E., Russell S. Kirby, Nelson J. Dunlap, and Mahia A. Valle, "An Overview of Maternal and Child Health History: A Political Determinants of Health Perspective", Russell S. Kirby and Sarah Verbiest, Editors, in *Kotch's Maternal and Child Health: Programs, Problems and Policy in Public Health*, Fourth Edition (Burlington, MA: Jones and Bartlett Learning, 2022), 81-96.

## **1/19 Title V, History of MCH and the National MCH System**

Lecture/Discussion: Title V System, State vs. Local Perspectives

Activity: Small and large group activity; Discussion of readings and resources

### Readings:

- MCHB Web Resources (MCH timeline, comparison of state MCH funding)
- Review Understanding Title V: <ftp://ftp.hrsa.gov/mchb/titlevtoday/UnderstandingTitleV.pdf>
- Margolis, L., & Kotch, J. B. (2013). Chapter 2: Tracing the historical foundations of maternal and child health to contemporary times. In J. B. Kotch (Ed.), *Maternal and child health programs, problems, and policy in public health* (3rd ed., pp. 11-34). Burlington, MA: Jones & Bartlett.

### Recommended Readings:

- Golden, J., & Markel, H. (2007). A historically based thought experiment: Meeting new challenges for children's health and well-being. *Health Affairs*, 26(2), 445-449. doi:10.1377/hlthaff.26.2.445
- Markel, H., & Golden, J. (2004). Children's public health policy in the United States: How the past can inform the future. *Health Affairs*, 23(5), 147-152. doi:10.1377/hlthaff.23.5.147

Powerpoint presentation

## Leadership

Lecture/Discussion: Influencing Policy, Leadership in MCH

Activity: MCH Leadership Competencies Self-Assessment; Small and large group activity; Discussion of readings

Readings:

- See Resources on Leadership from the Leader to Leader Knowledge Center for links to several short items on leadership (these also can be located through the Shimberg Library journal site for Leader to Leader)
- Leading with Authenticity article from Journal of Public Health Management and Practice

## 1/26 Community Engagement and Leadership

Community Engagement – Dr. Abraham Salinas-Miranda will present

Readings:

- The Discipline of Collaboration (Leader to Leader Summer 2003;29:41-47)
- Transforming public health through community partnerships  
[http://www.cdc.gov/pcd/issues/2005/nov/05\\_0072.htm](http://www.cdc.gov/pcd/issues/2005/nov/05_0072.htm)
- Salinas-Miranda et al. (December 18, 2020). Protective Factors using the Life Course Perspective in Maternal and Child Health: A Community-Based Participatory Research Approach. ENGAGE Journal. An Open Access Publication of the University of Indiana. <http://journals.iupui.edu/index.php/ENGAGE/article/view/24205>
- Salinas-Miranda, Abraham; King, Lindsey M.; Salihi, Hamisu M.; Berry, Estrellita "Lo"; Austin, Deborah; Nash, Susan; Scarborough, Kenneth; Best, Evangeline; Cox, Lillian; King, Georgette; Hepburn, Carrie; Burpee, Conchita; Richardson, Eugene; Duckett, Marlo; Briscoe, Richard; and Baldwin, Julie (2017) "Exploring the Life Course Perspective in Maternal and Child Health through Community-Based Participatory Focus Groups: Social Risks Assessment," Journal of Health Disparities Research and Practice: Vol. 10 : Iss. 1 , Article 9. Available at: <https://digitalscholarship.unlv.edu/jhdrp/vol10/iss1/9>
- Any materials provided by Dr. Salinas are on Canvas

Leadership Lecture/Discussion: Influencing Policy, Leadership in MCH

Activity: MCH Leadership Competencies Self-Assessment; Small and large group activity; Discussion of readings

Readings:

- See Resources on Leadership from the Leader to Leader Knowledge Center for links to several short items on leadership (these also can be located through the Shimberg Library journal site for Leader to Leader)
- Leading with Authenticity article from Journal of Public Health Management and Practice

Leadership Plan due 1/28/22

## 2/2 Advocacy

Lecture/Discussion: Dr Karen Liller will present, along with Desiree Schnoor (March of Dimes) and Alison Yager (Florida Health Justice Project)

Readings:

- Christoffel, K. K. (2000). Public health advocacy: Process and product. American Journal of Public Health, 90(5), 722-726.
- Branas, C. C., Flescher, A., Formica, M. K., Galea, S., Hennig, N., Liller, K. D., Madanat, H. N., Park, A., Rosenthal, J. E., ... Ying, J. (2017). Academic public health and the firearm crisis: An agenda for action. American Journal of Public Health, 107(3), 365-367. <https://dx.doi.org/10.2105/AJPH.2016.303619>

Dorfman, L., & Krasnow, I. D. Public health and media advocacy. *Annual Review of Public Health*, 2014(35), 293-306. <https://doi.org/10.1146/annurev-publhealth-032013-182503>

- Brinsden, H., & Lang, T. (2015). An introduction to public health advocacy: Reflections on theory and practice. Food Research Collaboration. doi:10.13140/RG.2.1.4874.7287.
- Describes the role of public health advocacy in food & nutrition policy; advocacy in theory and practice (including planning/strategy & positioning and action)

## **2/9 MCH Policy and Community Engagement**

Community Return on Investment (ROI) - David Rogoff

Readings assigned on Canvas.

Activity: Program evaluation project and/or policy/advocacy plan group work

- Article on evidence-based public health from *Annual Review of Public Health*
- Evidence-based Public Health Practice and Policy:  
[http://209.85.165.104/search?q=cache:hD3sfhLd\\_fQJ:www.thecommunityguide.org/library/gen-AJPM-c-evidence-based-policy-promise%26limits.pdf+evidenced+based+public+health+practice&hl=en&ct=clnk&cd=7&gl=us](http://209.85.165.104/search?q=cache:hD3sfhLd_fQJ:www.thecommunityguide.org/library/gen-AJPM-c-evidence-based-policy-promise%26limits.pdf+evidenced+based+public+health+practice&hl=en&ct=clnk&cd=7&gl=us)
- Briss, P., et al. "Developing an Evidence-Based Guide to Community Preventive Services-Overview and Rationale. *Am J Prev Med* 2000; and Briss, P., et al. "Developing an Evidence-Based Guide to Community Preventive Services-Methods". *Am J Prev Med* 2000; vol 18, issue 1, supplement 1. pp 35-43. (available on Canvas)
- Review community preventive services web site: [www.thecommunityguide.org](http://www.thecommunityguide.org)

Activity: Case Study: to be determined

Readings:

- Read as preparation for case study on medical homes: Public Coverage Provides Vital Safety Net for Children with Special Health Care Needs <http://www.hschange.org/CONTENT/778/#ib4>  
Medical homes case study

Due: 3 proposed policy controversies for policy/advocacy project due 2/4/22

## **2/16 Ethics in Maternal and Child Health**

Lecture/Discussion: Ethics, Introduction to Advocacy, discussion of ethics and public health practice. Dr. Katherine Drabiak and Dr. Jay Wolfson will present.

Readings:

- The Community Action Model: A Community Driven Model Designed to Address Disparities in Health. (2005) Lavery, Smith, Esparza, Hrushow, Moore and Reed. In *American Journal of Public Health*, vol 95,4 p611-616
- Community based systems change  
<http://www.civicpartnerships.org/docs/publications/communitybasedsystemschange.pdf>

Materials posted on Canvas

## **2/23 Policy and Programs – group presentations**

Lecture/Discussion: Program Evaluation Group Presentations, MCH Policy

### **3/2 Connecting Programs and Data to Improve Efficacy**

Lecture/Discussion: CMS Case Study. Dr Steve Freedman will present (invited)

Activity: In class debate. policy/advocacy plan group work

Readings:

- Twelve essentials of science based policy [http://www.cdc.gov/pcd/issues/2005/oct/05\\_0005.htm](http://www.cdc.gov/pcd/issues/2005/oct/05_0005.htm)
- Materials provided by Dr Freedman for CMS issues debate

Due: #1-6 of policy/advocacy project 3/4/22

### **3/9 Policy – Children’s Health**

Lecture/Discussion: Florida Healthy Start and other state and local MCH programs, or Supporting MCH at the Community Level – Dr. Bill Sappenfield will present.

Activity: Small and large group discussion

Readings:

- see course documents on Canvas for more assignments

### **3/16 Spring Break**

### **3/23 Children with Special Health Care Needs**

Lecture/Discussion: Alyssa Ware (Family Voices - invited) will present.

Activity: Case Study: to be determined

Readings:

- Theories at a Glance, pages 46-60  
<http://209.85.165.104/search?q=cache:aEgdTEqT7u8J:www.cancer.gov/theory/pdf+theories+at+a+glance&hl=en&ct=clnk&cd=2&gl=us>

Due: #7-9 of policy/advocacy project 3/25/22

### **3/30 Community-Based Program Planning**

Lecture/Discussion: MCH Policy for Child Health – Dr Cheryl Vamos will present

Activity: Group work on Advocacy Plans

Readings:

- A Historically Based Thought Experiment: Meeting New Challenges For Children’s Health And Well-Being  
<http://content.healthaffairs.org/cgi/content/full/26/2/445>
- Childhood Origins Of Adult Health: A Basis For Life-Course Health Policy  
<http://content.healthaffairs.org/cgi/content/full/23/5/155>
- Lost In Translation? Reflections On The Role Of Research In Improving Health Care For Children  
<http://content.healthaffairs.org/cgi/content/full/23/5/125>
- Children’s Public Health Policy In the United States: How The Past Can Inform The Future  
<http://content.healthaffairs.org/cgi/content/full/23/5/147>

### **4/6 Policy & Advocacy**

Lecture/Discussion: Community-based Approaches to Child Health Issues (Asthma) – Ms. Ellen Bowser, Dawn Baker and Angela Miney (University of Florida Pediatric Pulmonary Center) will present

Readings:

Theories at a Glance, pages 46-60. Scroll down to NCI publications to the 6<sup>th</sup> document

[http://www.nci.nih.gov/cancer\\_information/cancer\\_literature/](http://www.nci.nih.gov/cancer_information/cancer_literature/)

Materials posted on Canvas.

#### **4/13 Community Engagement**

Lecture/Discussion

Leadership in Non-profit organizations

Activity: Case study: to be determined

Readings:

- A Regional Health Care System Partnership With Local Communities to Impact Chronic Disease  
[http://www.cdc.gov/PCD/issues/2004/octA\\_final\\_d/04\\_0020.htm](http://www.cdc.gov/PCD/issues/2004/octA_final_d/04_0020.htm)
- Read case study before class. See course documents on Canvas for more assignments

#### **4/20 To Be Determined**

Preparation for Advocacy Plan Presentations

#### **4/27 Presentations**

Advocacy Plan Presentations – presentations on 4/27/22

Due: #1-12 of policy/advocacy project due 5/2/22

Individual reflection paper due 5/2/22