

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 12/13/2013

1b. Department/Division: Academic Affairs

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Lorie Chesnut

Email: lorie.chesnut@uky.edu

Phone: 218-2226

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 714

2c. Full Title: Maternal and Child Health Information and Data Systems

2d. Transcript Title: MCH Info &Data Systems

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will equip participants with basic skills in identifying, accessing, interpreting and utilizing U.S. maternal and child health data systems at the national and state level. Participants will learn the essential ways that secondary data sources inform public health practice and how to interpret and present information from these sources. They will also learn key skills in data interpretation, data linkage, working with small numbers, stratifying data by population sub-groups and examining trends over time.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 714 NEW College Review|20131209

SIGNATURE|ZNNIKO0|Roshan N Nikou|CPH 714 NEW Graduate Council Review|20131216

NEW COURSE FORM

1. General Information				
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>08/24/13</u>	
b.	Department/Division: <u>Epidemiology</u>			
c.	Contact person name: <u>Lorie Wayne Chesnut</u>	Email: <u>Lorie.chesnut@uky.edu</u>	Phone:	<u>218-2226</u>
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ _____
2. Designation and Description of Proposed Course				
a.	Prefix and Number: <u>CPH 714</u>			
b.	Full Title: <u>Maternal and Child Health Information and Data Systems</u>			
c.	Transcript Title (if full title is more than 40 characters): <u>MCH Info & Data Systems</u>			
d.	To be Cross-Listed ² with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<u>45</u> Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<u>This course will equip participants with basic skills in identifying, accessing, interpreting and utilizing U.S. maternal and child health data systems at the national and state level. Participants will learn the essential ways that secondary data sources inform public health practice and how to interpret and present information from these sources. They will also learn key skills in data interpretation, data linkage, working with small numbers, stratifying data by population sub-groups and examining trends over time.</u>		
j.	Prerequisites, if any: <u>None</u>			
k.	Will this course be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Frequency of Course Offering				
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

¹Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

NEW COURSE FORM

²The chair of the cross-listing department must sign off on the Signature Routing Log.

³In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴You must *also* submit the Distance Learning Form in order for the proposed course to be considered DL delivery.

	If NO, explain: _____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	<u>15 students</u>	
7.	Anticipated Student Demand		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: <u>This is a basic course of interest to nursing and social work professionals as well as anyone working in the maternal and child health field.</u>		
8.	Check the category most applicable to this course:		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s)		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and /or (ii) Establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from 10.a above) are attached.	NO <input type="checkbox"/>	

NEW COURSE FORM

⁵In order to change a program, a program change form must also be submitted.

Signature Routing Log

To Be Added by Academic Affairs prior to submission to HCCC

UNIVERSITY OF KENTUCKY COLLEGE OF PUBLIC HEALTH

Course Syllabus

MCH Information and Data Systems

CPH 714 ~ Spring 2014

Room: CPH 115, Thursday 6:00 – 8:30 p.m.

Contact information

Instructor: Lorie Wayne Chesnut, MPH, DrPH
111 Washington Street, Room 209C

Telephone: 859-218-2226

E-mail: lorie.chesnut@uky.edu

Office Hours: Monday – Friday by appointment only

Course description

The focus of this course is to equip participants with basic skills in identifying, accessing, interpreting and utilizing maternal and child health (MCH) data systems (national and state-level). Participants will learn how to utilize the Maternal and Child Health Bureau's Title V Information System as well as other federal data and information systems including (but not limited to) those from the Centers for Disease Control and Prevention, the National Center for Health Statistics and the U.S. Census. Important community and state-level MCH data systems will also be presented, with discussion on how these relate to federal systems. Non-profit data sources including the March of Dimes Birth Defects Foundation "Peristats", the Kaiser Family Foundation, the Annie E. Casey Foundation and others will be presented.

Participants will learn the essential ways secondary sources inform public health practice and how to interpret and present data from secondary sources. They will also learn key skills in data interpretation such as data linkage, working with small numbers, stratifying data by population sub-groups and examining trends over time. Finally, students will be provided with links to on-line resources for future reference.

Course rationale:

This course will equip students with skills in identifying and working with maternal and child health information and data systems in the United States. Skills essential to those interested in working at the level of state, tribal, federal and local maternal and child health epidemiology will be provided.

Course prerequisites

Completion of CPH 605 (Epidemiology) is advised but not required.

Course objectives

Students will be able to:

1. Identify and describe major domains of services and major program affecting the health and well-being of women, children, and families at both the national and state level.
2. Apply a systematic approach to analyzing policies and evaluating programs for MCH populations.
3. Describe qualitative and quantitative methods and data sources for monitoring and assessing program performance in achieving policy goals and influencing health outcomes, and identifying current issues.
4. Demonstrate the ability to interpret MCH data and to communicate results to a wide variety of constituents and policy-makers.

Student learning outcomes:

Upon completion of this course, the learner will:

1. Be proficient in their knowledge of services and major programs affecting the health and well-being of women, children, and families in the United States, at the national and state level.
2. Have a good understanding of the systematic approach used to analyzing policies and evaluate programs for MCH populations.
3. Be familiar with qualitative and quantitative methods, data sources for monitoring and assessing program performance in achieving policy goals and influencing health outcomes for the maternal and child health population. This includes understanding challenges to working with MCH data, such as working with small numbers and disparate populations, regional vital statistics reporting variation and regional perinatal systems of care.
4. Have the ability to interpret MCH data and to communicate results to a wide variety of constituents and policy-makers, including skills in basic data linkage, the development of graphs and the production of maps using a free, on-line mapping program.

Maternal and Child Health & Public Health Competencies

Three separate competency resources will be utilized for this course. They are the UK CPH Public Health Competencies (MPH), the ATMCH Maternal and Child Health Competencies (MCH) and the Maternal and Child Health Bureau Maternal and Child Health Leadership (MCH Leadership) Competencies.

Learning Objectives	Related Competencies
Identify and describe major domains of services and major program affecting the health and well-being of women, children, and families at both the national and state level.	MCH (D.2, D.4) MPH (F.1)
Apply a systematic approach to analyzing policies and evaluating programs for MCH populations.	MCH (B.3) MCH Leadership (1.1-1.2, 4.1, 7.2)
Describe qualitative and quantitative methods and data sources for monitoring and assessing program performance in achieving policy goals and influencing health outcomes, and identifying current issues.	MCH (B.4-B.5, B.7, B.9, B.11) MPH (C.1, C.5, C.7, C.9-C.10, F.8) MCH Leadership (1.1-1.2, 4.1, 12.1-12.2)
Demonstrate the ability to interpret MCH data and to communicate results to a wide variety of constituents and policy-makers.	MCH (C.12, C.16) MPH (C.8, F.7, F.10) MCH Leadership (5.1-5.2, 5.6, 5.10, 12.8)
<p>Maternal and Child Health (MCH) Competencies - Association of Teachers of Maternal and Child Health. (February, 2001) UK CPH MPH Core Competencies: http://www.uky.edu/publichealth/academics/masters-programs/master-public-health/core-competencies (Accessed September, 2013) Maternal and Child Health Leadership Competencies, Version 3.0. (June, 2009)</p>	

Textbooks

There is no required textbook for this course.

However, if the student wishes to learn more about MCH public health information systems in the United States, the following book is recommended: **Kotch, Jonathan B. Maternal and child health: programs, problems, and policy in public health by Jones and Bartlett Publishers.**

This text is available on Amazon.com, as of late 2011, a third edition of this book is about to be published. Students can also consider the second edition or/and a used copy, both available at a reduced price on Amazon.

Course Evaluation

Course grades will be based upon evaluation of the following activities:

Class Participation, Assignments, Tests	Points	%
Class attendance and participation (on-line & in-class)	150	15%
Assignments (4) @ 100 points each.	400	40%
#1 MCH Treasure Hunt Part I	100	
#2 MCH Treasure Hunt Part II	100	
#3 MCH Treasure Hunt Part III	100	
#4 NCHS Survey PowerPoint Presentation	100	
Final PowerPoint Presentation	100	10%
Final Written Paper Project	350	35%
TOTAL Points	1000	100%

GRADING SCALE

90% and above Superior	A
80-89.9%: Satisfactory	B
70-79.9%: Marginal	C
Below 70%	E

Completed homework may be handed in on the due date after class or emailed to me at lorie.chesnut@uky.edu. Due dates for all assignments are provided on page 10 of this document and **highlighted in yellow**.

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect cell phones to be turned off and put away completely during class sessions. **Cell phone use and texting during class is disrespectful to the instructor and disruptive to other students.** Turn them off and put them away.
3. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
4. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”

5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

On-Line Weekly Discussions

Each week, I will provide you with a question(s) that you must answer on-line using Blackboard in a chat-room format. These may be from your weekly readings or from topics discussed during lectures. **Responses must be posted by 12:00 o'clock midnight the Monday before each class.** You are expected to respond in a short-answer format with response length totaling about 200 to 300 words. Your responses will be used to generate discussion during subsequent class periods. Grading will be based upon the clarity and insight provided by your postings and will be based upon a scale of 0 (no response) to 5 (excellent response).

Final Project

For the final student assignment, participants will use the various information and data systems presented during class to identify, defend and discuss a gap in services for women, children and infants.

Students will assume the role of a public health consultant who has been hired to identify a “priority need” or “gap” in MCH services at the state or local level. Using the state selected at the beginning of the course, students will use their new research skills to identify evidence of a service gap to be addressed in the final, 10-page summary report. The target audience for this report will be the **local board of health** or a **state legislative committee**.

The final paper should

- Identify the problem using detailed evidence from at least **three separate systems that were discussed in class. Make one graph yourself – you may download others if you wish.**
- Explain which subgroups of the population this gap may affect and the real/potential impact on those groups (**concisely defending your opinion**)
- Discuss why this particular gap should be addressed **vs. the multiple other issues** that exist,
- Provide summary **conclusions**
- **Create a 15-minute PowerPoint presentation** outlining key information/issues from the above report to present to the board of health.

I expect your written report to include tables/maps/graphs that you have created to defend your position. You will present your PowerPoint to the entire class with each timed presentation limited to 15 minutes with 5 minutes following for questions.

Lectures and homework assignments will provide you with the skills and materials that you need to support your final project. Based on the lectures and instructor's feedback, you will continue to refine these components as you work toward the final paper that will be due on **Thursday, May 1st**.

Papers should be double-spaced, Times New Roman 12 point type with one-inch margins. Grammar and writing count in the final grading – make sure to carefully proof your final paper.

There will be no final exam for the course.

Academic Integrity

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed. All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See S.R. 6.3.0 (PDF) for the exact Senate Rules regarding academic offenses.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Inclement Weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

Late work policy

I will accept late homework assignments **only** under extenuating circumstances and if approved in advanced. Students turning in late work will not receive full credit. **Five points** will be marked off for every day later then the deadline that the work is turned in. Exams will not be accepted late nor will the final project paper.

Excused absences policy

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php.

Course schedule and topics

Each student will also select a single state (with no duplication) which will be used throughout the semester as we explore data information and data systems specific to MCH. This might be a home state, a state where you currently work, where you hope to work or where your family resides. Using this state selection, maternal and child health issues and systems will be explored as we examine gaps in services and/or information.

Weeks 1 through 3: Title V MCH Block Grant and TVIS System

Discussion: Weeks 1 through 3 will focus on the Title V MCH Block Grant and the Title V Information System (TVIS). Students will learn the history of the MCH Block Grant and will be introduced to the on-line TVIS system.

Within the TVIS system, students will learn how the Annual Report for States is submitted and will gain experience in using the query system for both the written narrative and data forms reporting. Each section of the narrative will be discussed and students will learn how they can use the TVIS reporting system in their daily work to learn more about MCH activities in their states. Further, students will understand the resources that are available to them by viewing the program and practices of states across the nation. Discussion questions will illustrate how the TVIS system can be a resource to practicing MCH professionals. The 2010 Needs Assessment process will also be presented and examined.

Assignment 1: MCH Treasure Hunt Part 1. Students will be given a “Treasure Hunt” assignment which will challenge them to find information about MCH specific issues in their selected states and in other regions of the country. This assignment will ensure that they have a basic understanding of the TVIS query system, the resources available to MCH professionals and how to use those resources.

Weeks 4 and 5: Non-Profit Data Repositories

Discussion: Students will be introduced to Healthy People 2010 and 2020 with particular attention to Chapter 16: Maternal and Child Health. Non-Profit data repositories including the March of Dimes Birth Defects Foundations “Peristats”, The Kaiser Family Foundation, the Annie E. Casey Foundation and the Bureau of Primary Health Care (HPSA designations) will be reviewed with assignments created to practice data retrieval from these and other sites. A free, simple on-line mapping program, “Map-Maker Utility”, will be demonstrated and we’ll talk about some of the challenges we face when working with small numbers, particularly for disparate, rural populations. Vital Statistics Data will be introduced.

Assignment 2: MCH Treasure Hunt Part II. The “Treasure Hunt” assignment will continue, providing students the opportunity to develop skills in data acquisition and interpretation using the non-profit systems described above as well as the Bureau of Primary Health Care HPSA designations and mapping utility.

Weeks 6 through 8: Vital Records (Births, Deaths, Fetal Deaths)

Discussion: During this period, students will discuss the National Vital Statistics System in depth. Births and deaths (including fetal deaths) will be presented and students will learn how to access and interpret records for their selected state. Fetal Infant Mortality Review and Child Death Review systems will be introduced. Further, they will understand how vital records move from the local level to the state vital statistics system and onto the national level. The concept and merits of linked birth and death records will be presented. Limitations, such as sensitivity and specificity, will be addressed. Finally, regional perinatal systems of care will be discussed with emphasis on changes and pressures currently affecting to these “safety-net” systems. During this session, the concept of data linkage (deterministic and probabilistic) will be introduced, illustrated by the MCH LifeCourse perspective concept. Issues such as small

numbers will be addressed and students will have an opportunity to use Excel for data graph development.

Several guest speakers will participate in this series of lectures, including pediatrician **Henrietta Bada, MD, MPH**, Chief of Neonatology for the UK Chandler Medical Center and Kentucky Department of Public Health Division of Maternal and Child Health professional **Tracey Jewell, MPH**, Senior MCH Epidemiologist and **Steve Browning, Ph.D.**, Department of Epidemiology Faculty.

Assignment 3: Treasure Hunt Part III. The TVIS System and other resources will be used to explore Perinatal Systems of Care for U.S. States; students will experience working with small numbers and will learn how to create professional graphs in Excel.

Week 9: Kentucky Violent Death Reporting System (Mid-term Week Lecture)

Special guest speaker **Sabrina Walsh, Dr.PH**, Assistant Professor, UK CPH, will present her lecture during mid-term week illustrating to student how vital records mortality data is used to track violent deaths throughout the Commonwealth, focusing particularly on the MCH population.

WEEKS 10 through 13: Federal MCH Surveys

Discussion: This period will be devoted to federal MCH surveys and will include the introduction and discussion of surveys designed and coordinated by the National Center for Health Statistics.

These include the National Survey of Children's Health (NSCH), and National Survey of Children with Special Health Care Needs (NSCSHCN). Also provided will be information about the Behavioral Risk Factor Surveillance System (BRFSS), the Youth Risk Behavior Surveillance System (YRBS), the Pregnancy Risk Monitoring Assessment Survey (PRAMS). The U.S. Census will also be introduced with tips on data acquisition and interpretation.

Other surveys to be presented include the National Survey of Family Growth (NSFG), National Health and Nutrition Examination Survey (NHANES), National Immunization Survey (NIS), the National Hospital Discharge Survey, and the Pediatric and Pregnancy Nutrition Surveillance System (PedNSS).

Target populations and data collection methods will be discussed, survey limitations will be presented and, if available, hands-on experience with survey public-access query systems will be provided. An introduction to the NCHS Data Center will be given. Students will learn how to access original survey instruments, view details about survey methodology and download data.

Special guest speaker will be **Joyce M. Robl, PhD, MS, CGC**, MCH Evaluation Specialist discussing the U.S. Census.

Assignment 4: Student Survey Presentations. Students will be divided into teams of two with each pair presenting a 25 minute PowerPoint synopsis on one of the NCHS surveys, responding to specific questions including target populations, data collection methods, survey limitations, public-access query system availability and an example of the query system, if available.

WEEK 14: Quality of Care for Mothers, Infants, Children and Families

Invited Special Guest Speaker: Neonatologist **Ruth Ann Shepherd, MD, FAAP, CPHQ.**
Director, Division of Maternal and Child Health, Kentucky Department for Public Health.

WEEK 15: Student Final Project Presentations

Required Readings

Weekly Readings and PowerPoint presentations will be posted under the corresponding week on Blackboard. Please keep up with your readings. There will be discussion from these papers on-line and during class. Participation counts as 15% of your final grade.

Weekly Lectures/Topics/Speakers

Class Number	Date	Topic	Speaker(s)
1	January 16	Title V MCH Block Grant and TVIS <ul style="list-style-type: none"> • Overview of Women's Health and MCH Systems in the U.S. 	Chesnut
2	January 23	Title V MCH Block Grant and TVIS <ul style="list-style-type: none"> • The TVIS System 	Chesnut
3	January 30 Meet in MCL Computer Lab	Title V MCH Block Grant and TVIS <ul style="list-style-type: none"> • Intro to Library Research • The TVIS System (cont.) 	Mark Ingram, Librarian & Chesnut
4	February 6	Non-Profit Data Repositories <ul style="list-style-type: none"> • Peristats • Kaiser Family Foundation • Annie E. Casey Foundation • Guttenmacher Institute <p>Assignment #1 MCH Treasure Hunt Part I DUE</p>	Chesnut
5	February 13	Healthy People 2010 and 2020 Bureau of Primary Health Care <ul style="list-style-type: none"> • HPSA Designations • The National Vital Statistics System • Births, Deaths and Fetal Deaths • Mapmaker Utility 	Chesnut
6	February 20	Vital Records <ul style="list-style-type: none"> • Neonatal Intensive Care Units (NICU's) • Regional Systems of Perinatal Care • Data Linkage (MCH LifeCourse) <p>Assignment #2 MCH Treasure Hunt Part II DUE</p>	Dr. Henrietta Bada and Chesnut
7	February 27	Vital Records <ul style="list-style-type: none"> • Perinatal Periods of Risk (PPOR) • Fetal-Infant Mortality, Maternal Mortality and Child Death Review Systems 	Tracey D. Jewell, MPH and Chesnut
8	March 6	Vital Records <ul style="list-style-type: none"> • Working with Small Numbers • Presenting Data 	Dr. Steve Browning & Chesnut
9	March 13	National Violent Death Registry <p>Assignment #3 MCH Treasure Hunt Part III DUE</p>	Dr. Sabrina Walsh
10	March 27	Federal MCH Surveys <ul style="list-style-type: none"> • National Survey of Children's Health • National Survey of Children with Special Health Care Needs • Youth Risk Behavior Surveillance System 	Chesnut

Class Number	Date	Topic	Speaker(s)
11	April 3	Federal MCH Surveys <ul style="list-style-type: none"> • Behavioral Risk Factor Surveillance System • National Survey of Family Growth • National Health and Nutrition Examination Survey • National Immunization Survey 	Chesnut & Students
		<i>Assignment #4 Student PP Presentations DUE</i>	
12	April 10	Federal MCH Surveys (cont.) <ul style="list-style-type: none"> • Pediatric and Pregnancy Nutrition Surveillance System • Pregnancy Risk Monitoring Assessment Survey • National Hospital Discharge Survey 	Chesnut & Students
13	April 17	<ul style="list-style-type: none"> • Using U.S. Census Data 	Dr. Joyce M. Robl
14	April 24	<ul style="list-style-type: none"> • Quality in Maternal and Child Health 	Dr. Ruth Ann Shepherd
15	May 1	<ul style="list-style-type: none"> • Student Final Project Presentations 	Students
		<i>Final Project Paper DUE</i>	
16	May 8	<ul style="list-style-type: none"> • FINAL EXAM WEEK – no class 	

Week	Required Readings and Resources*
1	<p>Understanding Title V of the Social Security Act. U.S. Department of Health and Social Services. Available at: http://www.amchp.org/AboutTitleV/Documents/UnderstandingTitleV.pdf</p>
2	<p>Hutchins VL. (1994) Maternal and Child Health Bureau: Roots. <i>Pediatrics</i>. 94:695-699.</p> <p>Collins JW, Wambach J, David RJ, Rankin KM. (2009). Women’s Lifelong Exposure to Neighborhood Poverty and Low Birth Weight: A Population-Based Study. <i>Maternal Child Health Journal</i> 13:326–333</p> <p>Collins JW, David RJ, Handler A, Wall S, Andes S. (2004). Very Low Birthweight in African American Infants: The Role of Maternal Exposure to Interpersonal Racial Discrimination. <i>American Journal of Public Health</i>. 94(12): 2132-2138</p> <p>Resources: Children’s Bureau Historical Publications – The Maternal and Child Health Library at Georgetown. Available at: http://www.mchlibrary.info/history/chbu/21831.html</p> <p>State Annual Report and 2010 Needs Assessment (based upon student’s selected state). Available at: http://mchb.hrsa.gov/programs/titlevgrants/index.html</p> <p>Optional Reading: David RJ and Collins JW. (1997) Differing Birthweight Among Infants of U.S.-Born Blacks, African-Born Blacks, and U.S.-Born Whites. <i>The New England Journal of Medicine</i>. 337(17):1209-1214</p>
3	<p>Van Dyke P. (2010) Celebrating 75 Years of Title V (Maternal and Child Health) and Re-exploring Our Roots. <i>Maternal Child Health Journal</i> 14:817–821</p>
4	<p>Fielding, J., and Kumanyika, S. (2009). Recommendations for the Concepts and Form of Healthy People 2020. <i>Am J. Prev Med</i> 37(3):255-257</p> <p>Walker L. and Chesnut L. (2010) Identifying Health Disparities and Social Inequities Affecting Childbearing Women and Infants. <i>J of Obstetric, Gynecologic, and Neonatal Nursing</i> 39, 328-338</p> <p>Zeni MB and Kogan MD. (2007). Existing population-based health databases: Useful resources for nursing research. <i>Nursing Outlook</i>. 55(1); 20-30.</p>
5	<p>Hetzel A. (1997) History and Organization of the Vital Support System. Hyattsville, MD, National Center for Health Statistics (Note: read sections highlighted in yellow – skim the rest of the document).</p> <p>Ricketts TC, Goldsmith LJ, Holmes GM, Randolph R. (2007) Designating Places and Populations as Medically Underserved: A Proposal for a New Approach. <i>J of Health Care for the Poor and Underserved</i>. 18(3):567-589</p> <p>Ricketts TC. (2005) Workforce Issues in Rural Areas: A Focus on Policy Equity. <i>American Journal of Public Health</i>. 95(1): 42–48.</p> <p>Goodkind JR, Ross-Toledo K, Hall JS, Ross L, Freeland L, Coletta E., Becenti-Fundark T, Poola C, Begay-Roanhorse R, Lee C. (2010) Promoting healing and restoring trust: policy recommendations for improving behavioral health care for American Indian/Alaska Native adolescents. <i>American Journal of Community Psychology</i>. 46(3-4):386-394.</p> <p>Resources</p> <p>MapMaker Utility: http://diymaps.net/us_12.htm</p> <p>EthnoMed: http://ethnomed.org/culture and Healthy Roads Media: http://www.healthyroadsmedia.org/</p>

Week	Required Readings and Resources
6	<p>Bada HS, Langer J, Twomey J, Bursi C, Lagasse L, Bauer CR, Shankaran S, Lester BM, Higgins R, Maza PL. (2008) Importance of Stability of Early Living Arrangements on Behavior Outcomes of Children With and Without Prenatal Drug Exposure. <i>Journal of Developmental & Behavioral Pediatrics</i> 29(3):173-182.</p> <p>MacDorman MF and Mathews TJ. (2010) Behind International Ranking of Infant Mortality: How the United States Compares with Europe. <i>International Journal of Health Services</i>, Volume 40 (4): 577–588.</p> <p>MacDorman M, Mathews T. (2008). Recent Trends in Infant Mortality in the United States. <i>National Center for Health Statistics Data Brief</i>; [No 9]. Hyattsville, MD, National Center for Health Statistics.</p> <p>Buehler J, Prager K, Hogue C. (2000) The Role of Linked Birth and Infant Death Certificates in Maternal and Child Health Epidemiology in the United States. <i>American Journal of Preventative Medicine</i>. 19(1S):3-11.</p>
7	<p>MacDorman MF and Kirmeyer S. (2009). The Challenge of Fetal Mortality. Division of Vital Statistics NCHS Data Brief [No.16]</p> <p>Keleher N and Arledge DN. (2011). Role of a child death review team in a small rural county in California. <i>Injury Prevention</i>. 17 (Suppl 1) i19-i22.</p> <p>Hutchins E, Grason H, Handler A. (2004). FIMR and Other Mortality Reviews as Public Health Tools for Strengthening Maternal and Child Health Systems in Communities: Where Do We Need To Go Next? <i>Maternal and Child Health Journal</i> 8(4):259-268</p> <p>CityMatCH: What is Perinatal Periods of Risk? Available at: http://www.citymatch.org/ppor_index.php</p>
8	<p>Callaghan W, MacDorman M, Rasmussen S, Qin C, Lackritz E. (2006). The Contribution of Preterm Birth to Infant Mortality Rates in the United States. <i>Pediatrics</i> 118:1566-1573.</p> <p>Staebler S. (2011) Regionalized Systems of Perinatal Care: Health Policy Considerations. <i>Advances in Neonatal Care</i> 11(1) 37-42</p> <p>National Cancer Institute. (2011). Making Data Talk: A Workbook. National Institute of Health: HHS.</p> <p>Optional Readings: Johnson, KG. (1982) The Promise of Regional Perinatal Care as a National Strategy for Improved Maternal and Infant Care. <i>Public Health Reports</i>. 97(2);134-139.</p>
9	<p>Walsh SL, Kryscio R, Holsinger JW, Krous HF. (2010) Statewide Systematic Evaluation of Sudden Unexpected Infant Death Classification: Results from a National Pilot Project. <i>Maternal and Child Health Journal</i>. 14(6):950-957.</p>
10	<p>Summary of Surveys and Data Systems: National Center for Health Statistics (2008). Available at: http://www.cdc.gov/nchs/surveys.htm</p> <p>Van Dyck P, Kogan MD, Heppel D, Blumberg SJ, Cynamon ML, Newacheck PW. (2004). The National Survey of Children’s Health: A New Data Resource. <i>Maternal and Child Health Journal</i> 2004;8(3); 183-188.</p> <p>Blumberg, et. al. (2009) Design and Operation of the National Survey of Children’s Health, 2007: Program and Collection Procedures. Available at: http://www.cdc.gov/nchs/slait/nsch.htm</p> <p>Rutman S, Park A, Caster M, Taulii M, Forquera R. (2008). Urban American Indian and Alaska Native Youth: Youth Risk Behavior Survey 1997–2003 <i>Maternal and Child Health Journal</i>. 12 Suppl (1):76-81</p>
11	<p>Mokdad A. (2009) The Behavioral Risk Factor Surveillance System: Past, Present, and Future. <i>Review of Public Health</i>. 30:43-54.</p>

Week	Required Readings and Resources
12	Student Presentations – No Readings
13	<p>O'Hare WP. (2009) Why Are Young Children Missed So Often in the Census? <i>The Annie E. Casey Foundation: Kids Count Working Paper</i>. Available at: http://www.aecf.org/AboutUs.aspx</p> <p>Hirschman C, Alba R, Farley R. (2000). The Meaning and Measurement of Race in the U.S. Census: Glimpses into the Future. <i>Demography</i> 37(3); 381-393</p> <p>NPR Story by Pam Fessler: New Measure Shows Higher Poverty Rates in the U.S. Available at: http://www.npr.org/2011/11/07/142105558/new-measure-shows-higher-poverty-rate-in-u-s</p>
14	TBA – Guest Speaker
15	NONE – Student Final Presentations