

Course Title: Foundations of Maternal and Child Health: A Life Course - Health Equity Perspective

Course Number:

Course Location: Room 334 SPH-Piscataway/Room 741 Bergen Building-Newark

Course Date & Time: Fall 2017, Mondays 2:00 to 5:00PM

Course Instructor: Bernadette West, PhD, MA
Pauline Thomas, MD, MPH

Office Hours: By Appointment

Required Course Text: *Maternal and Child Health*
Jonathan B. Kotch, Ed.
Jones and Bartlett Learning, 2012
North Carolina/UNC Chapel Hill
3rd edition
ISBN: 9781449611590

Course Description:

In this course students will gain an understanding of the determinants of the health of mothers and children, from a macro perspective including public policy, neighborhoods, schools and health facilities, and an individual perspective including health beliefs and behaviors.

Selected Department Competencies Addressed:

Each Department identifies competencies for each degree offered. The MPH competencies addressed in this course for the Department of Epidemiology include:

- Design, implement and assess data collection systems for public health research
- Appropriately analyze and interpret epidemiologic data, including large national and state level datasets
- Communicate and present study findings to professional audiences

The MPH competencies addressed in this course for the Department of Health Services and Policy include:

- Assess community health needs, disparities and the health care delivery system within the context of social, cultural, political, legal and economic forces;
- Apply quantitative and qualitative research methods in the analysis of health service and policy issues
- Assess and delineate public health policies and practices recognizing legal and ethical implications for individuals and populations

- Please visit the Department webpages on the School of Public Health's website at <http://sph.rutgers.edu/> for additional competencies addressed by this course for other degrees and departments.

Selected MCH Competencies Addressed:

The MCH competencies address in this course include:

- Use data to identify issues related to health status and health disparities and determine needs of a population for purposes of designing a program
- Offer strategies to address identified needs
- Use a systems approach to explain interactions among individuals, groups, organizations and communities and their ability to assess the effectiveness of existing programs.
- Consider the culture and values of communities in the development of policies, programs and practices that may affect them
- Share thoughts, ideas, and feelings effectively in discussions, meetings and presentations with diverse individuals and groups; to listen attentively and to tailor information for the intended audience.

Please visit the Department webpages on the School of Public Health's website at <http://sph.rutgers.edu/> for additional competencies addressed by this course for other degrees and departments.

Course Objectives:

By the completion of this course, students will be able to:

- Understand the social determinants of health outcomes during pregnancy, infancy, childhood, and adolescence
- Engage a life course perspective to analyze inequalities in MCH health outcomes
- Analyze historical and current mechanisms shaping MCH programs and policy in the US
- Compare and contrast MCH policies and health outcomes in the US and other low-, middle-, and high-income countries
- Understand the strengths and weaknesses of MCH data sources
- Communicate MCH information effectively in written and oral formats
- Utilize a community-based, multicultural approach for MCH programs in vulnerable populations

Course Requirements and Grading:

Requirement	Points
County Maternal and Child Health and Wellness Profile	25
Fatherhood Assignment	10
Exam	25
Poster	20
Conference Summary	15
Class Participation	5

Class participation points awarded based on attendance and participation in class discussions. Students are also asked to keep up with what's in the news related to MCH and share in class. Unless there is an emergency situation, 2pts/day will be deducted from any assignment grade if it is turned in late.

Building a County Maternal and Child Health and Wellness Profile (25 points)

Students will select one of New Jersey's 21 counties for which they will develop a maternal and child health profile that includes data on both maternal health as well as child health. **Wherever possible data should focus on health disparities (race/ethnicity, SES, differences by immigration status) in MCH outcomes. Where possible, the profile should include data for the county as well as comparative data for New Jersey as a whole and the US.**

Throughout the semester students should be compiling data for their county on various MCH topics (see below). In addition to data (tables and graphs), the report should include text that describes the data and points out important findings. The report should include a summary discussion highlighting key findings with regard to MCH and health disparities in your county – pointing out important health disparities and comparing your county with the state and US. For example, if your county has a black infant mortality rate that is higher than the rate for the state as a whole, this should be noted in the summary. Students should work towards building a comprehensive overview of maternal and child well-being in their county using available data. Students will be asked to turn in a rough first draft of their profile while it is in progress on October 30th. The final profile is due December 18th at the MCH Poster Session. Final profile should be approximately 20 pages with graphs. *This assignment is designed to assess students' competency in terms of basic MCH knowledge—in particular use of data to identify issues related to health status and health disparities, to determine needs of a population for purposes of designing a program, and their ability to offer strategies to address identified needs.*

MCH Profile grading rubric:

- 2pts—Title Page, Table of Contents, layout and graphics, and writing
- 2pts—Relevant basic demographics of the county
- 4pts—Maternal Health Section (Data on women of childbearing age, maternal mortality, prenatal care, preterm birthrate by race/ethnicity, breastfeeding, smoking behavior, substance use)
- 4pts—Child Health Section (Data on preterm births, infant mortality, low birthweight, neonatal and child mortality, child poverty, high school graduation rates)
- 4pts—Available MCH programs (Data on hospitals in county, NICUs, MCH consortium, other MCH-related programs)
- 4pts—Summary and Conclusions where you point out important indicators, health disparities, and compare your county with other counties and state as a whole.

IMPORTANT: Students are strongly encouraged to watch the Webinar- Using NJDOH's NJSHAD to Better Understand the Health of Your Local Community (either on 9/12/17 or 9/20/17) as this will be helpful in developing data for your MCH Profile. The NJ State Health Assessment Data (NJSHAD) System provides on-demand access to public health datasets, statistics, and information on the health status of New Jerseyans. During a live demonstration of this public health data resource, webinar participants will learn how to find relevant data for their local community. Objectives of the webinar are to: 1) familiarize local health department and hospital personnel with the NJSHAD System; 2) inform potential users about what types of data NJSHAD contains; 3) show users how the system works; 4) introduce new features to old and

new users; and, 5) solicit input on future datasets and features to add to the system. Presenters will be Maria Baron (Center for Health Statistics) and Barbara Goun (NJ Environmental Public Health Tracking). For more details and to register for one of the webinars sessions, visit:

- Webinar on September 12th, 2017, at 1:30 PM, <https://attendee.gotowebinar.com/register/4460968647193114882>
- Webinar on September 20th, 2017, at 10:30 AM, <https://attendee.gotowebinar.com/register/6805856413820836866>

Fatherhood Assignment (10 points)

Fatherhood and the health of fathers is a key part of family health. This assignment involves reading several articles and conducting an interview (Qs will be provided) with a father or father figure outside your family or immediate circle of friends. A typed hard-copy summary of the interview should be brought to class for discussion October 9th and to be handed in that day. This assignment is designed to demonstrate students' ethics and sense of professionalism—in particular their ability to consider the culture and values of communities in the development of policies, programs and practices that may affect them.

Fatherhood Assignment grading rubric (10 pts):

- 4 pts- report summarizes what student learned from their interview
- integrates assigned journal articles into discussion
- 4 pts—includes discussion of media portrayal of fatherhood and possible interventions for fathers
- 2 pts—writing—well thought out, clarity of points, use of good grammar

Exam (25 points)

An exam that is a combination of multiple choice and short-answer questions will assess understanding of the MCH knowledge base (foundational concepts) introduced in class. The exam will focus on material presented in class as well as selected assigned textbook and journal readings. *This assignment is designed to assess students' competency in terms of their overall MCH knowledge base—in particular their use of data to identify issues related to MCH health status, health disparities, the use of a systems approach to explain interactions among individuals, groups, organizations and communities and their ability to assess the effectiveness of existing programs.*

Poster (20 points)

As a final project, each student will prepare a poster that highlight significant maternal and child health issues in their county. The posters should emphasize important health disparities. A template for posters will be provided in class. Posters will be printed by the instructor and then displayed at the December 18th Maternal and Child Health Poster Session to which faculty and students will be invited. Final posters are due Monday, December 11th to allow time for printing. *This assignment is designed to demonstrate students' MCH knowledge base—in particular the use of data to identify issues related to health status and health disparities.*

Poster assignment grading rubric (20pts):

- 5pts –Content includes data on both maternal and child health
- 5pts –Focus on health disparities
- 5pts –Summary and conclusions
- 5pts –Layout

Conference/Summary (15 points)

Newark Culture of Health Conference is scheduled for Thursday September 28th. This conference has a strong MCH focus and will include discussions of infant mortality, adverse childhood events and lead exposure among other relevant MCH topics. Students are asked to attend the conference and then act as scribes preparing summaries of one of the breakout sessions. More details on this conference and student roles will be provided in the first class meeting by Dr. Denise Rodgers who is organizing the conference. In light of student involvement in this conference, there will be no class the following Monday—October 2nd. Students unable to attend this conference will receive an alternative assignment

All students are asked to complete the online MCH self-assessment before the start of the class. This tool can be accessed at <https://www.mchnavigator.org/assessment/>. Students will again be asked to complete the self-assessment at the end of the course in order to see if their knowledge of MCH has improved. This is an ungraded assignment.

Course Schedule:

Note: Readings are subject to change.

September 11, Week 1:

Part 1: Overview of class/Brief History of MCH

Lecturer: Dr. West

Assigned Reading:

- Textbook Chapter1 “Children’s Rights and Distributive Justice in Maternal and Child Health”
- Textbook Chapter 2 “Tracing the Historical Foundations of Maternal and Child Health to Contemporary Times”, p. 11-34
- Discussion of MCH Self-Assessment
- Students will select county for their county profile

Part 2. Discussion of Newark Culture of Health Conference with Dr. Denise Rodgers, MD, Vice Chancellor for Interprofessional Education

September 18, Week 2:

Part 1: Life Course Perspective

Lecturer: Watch lecture online given by Dr. Teresa Janevic, PhD, Assistant Professor, Icahn School of Medicine at Mount Sinai/Department of Population Health Science and Health Policy. The first part of class will then be a discussion with Dr. Janevic of the points she made in the lecture.

Assigned Reading:

- Textbook Chapter 4 “A Life Course Perspective on Maternal and Child Health,” p. 65-85
- Pies, C., et al., (2016) Growing a Best Babies Zone: Lessons Learned from the Pilot Phase of a Multi-Sector, Place-Based Initiative to Reduce Infant Mortality, *Matern Child Health J*, 20:968-973.

Part 2: Playing the *Life Course Game* and Discussion

September 25. Week 3:

Part 1. Multilevel Determinants of Reproductive and Perinatal Health

Lecturer: Teresa Janevic, PhD. Assistant Professor Icahn School of Medicine at Mount Sinai/Department of Population Health Science and Health Policy

Assigned Reading:

- Textbook Chapter 6 “Mothers and Infants” pp.105-136

Part 2. Documentary *Raising America (Part 1)*

September 28.—Week 4. THURSDAY—Culture of Health Conference—ALL Day

October 2. Week 4: NO CLASS

October 9 Week 5:

Part 1. Measuring Racial Disparity and Inequities; Informing New Directions:

Lecture: Barbara Ostfeld, PhD, Professor and Program Director, SIDS Center of New Jersey Program Director, High Risk Infant Follow-up Program

Assigned Reading:

- Barbara M. Ostfeld, PhD, Ofira Schwartz-Soicher, PhD, Nancy E. Reichman, PhD, Julien O. Teitler, PhD, Thomas Hegyi, MD (2017) Prematurity and Sudden Unexpected Infant Deaths in the United States, *Pediatrics*, June 2017. Accessed at: <http://pediatrics.aappublications.org/content/pediatrics/early/2017/06/01/peds.2016-3334.full.pdf>
- Lu, M,C, et al., (2010) Closing the black-white gap in birth outcomes: A life-course approach” *Ethnicity and Disease*, 20, 62—72.

Part 2. Fathers and Families

- Discussion of Fatherhood Assignment. Hard copy of assignment due in class today.

Assigned Reading:

- Pudrovska, T., Carr, D. (2009). Age at first birth and father’s subsequent health: Evidence from siblings and twin models. *American Journal of Men’s Health*, 3(2), 104-115.
- Giallo et. al. (2013). Psychosocial risk factors associated with father’s mental health in the postnatal period: results from a population-based study. *Soc Psychiatry Psychiatr Epidemiol.* 48(4), 563-573.
- Buckelew, S., Pierrie, H. and Chabra, A. (2006) What Fathers Need: A Countywide Assessment of the Needs of Fathers of Young Children. *Maternal and Child Health Journal*, Vol. 10, No. 3, May.

October 16. Week 6:

Part 1. Maternal Mortality

Lecturer: Robyn D’Oria, Executive Director, Central Jersey Family Health Consortium

Part 2. Documentary “Death by Delivery” and discussion

Assigned Reading:

- Martin, N. *ProPublica* and Renee Montagne, NPR. “The Last Person You’d Expect to Die in Childbirth” May 12, 2017. Access at: <https://www.propublica.org/article/die-in-childbirth-maternal-death-rate-health-care-system>
- Carroll, A. (2017) JAMA Forum: Why Is US Maternal Mortality Rising? June 8, 2017. Access at: <HTTPS://NEWSATJAMA.JAMA.COM/2017/06/08/JAMA-FORUM-WHY-IS-US-MATERNAL-MORTALITY-RISING/>

October 23. Week 7:

Part 1. MCH Policy

Lecturer: Jeannette Rogowski, PhD., Professor, Health Systems and Policy Department
Assigned Reading:

- Lu, M., Lauver, C., Dykton, C. et al. (2015) Transformation of the Title V Maternal and Child Health Services Block Grant, *Maternal and Child Health Journal*, May 2015, Volume 19, Issue 5, pp 927–931

The Raising of America: Part 2: “Once Upon a Time” and Part 3 “Are We Crazy About Our Kids?”

Part 2. Overview of MCH Title V Programs and Initiatives

Lecturer: Dr. Bernadette West
Assigned Reading:

- HRSA. Understanding Title V of the Social Security Act. A Guide to the Provisions of the Federal. Maternal and Child Health Block Grant. Access at: <http://www.amchp.org/AboutTitleV/Documents/UnderstandingTitleV.pdf>

Turn in first draft of County MCH Health and Wellness Profile today in class.

October 30. Week 8

Part 1. Cultural Competency in MCH

In preparation for class today:

- (1) Students are asked to watch the webinar: Unconscious Bias by Cheri Wilson. Access at: http://nj.gov/njsncc/webinars_video.shtml
- (2) *Students are also asked to read:*
Let’s Talk: Racism and Health Equity National Collaborating Centre for Determinants of Health | 2017. Access at: http://nccdh.ca/images/uploads/comments/Lets_Talk_Racism_and_health_equity_EN_web.pdf
- (3) Finally, students are asked to review the powerpoint slides on Moodle entitled “Cultural Competency.” Please answer the three sets of discussion questions for the three health care scenarios and bring your hard copy to class to discuss and hand in.

Discussion Questions to Think About:

1. How can you work for racial equity goals?
2. How can we create safe spaces that encourage people to challenge and examine racism within public health practice and society?
3. What actions can we implement to reduce racism?
4. What are example of stereotypes and beliefs about race? How and where do we learn these stereotypes?
5. How do your beliefs impact your behavior and your practice?

Part 2. Documentary: *Resilience*

- First draft of MCH Profile is due today

November 6. Week 9:

Part 1. Child Health

Lecturer: Dr. Pauline Thomas, MD, Associate Professor and Director, Preventive Medicine Residency, Rutgers New Jersey Medical School

Assigned Reading:

- Textbook Chapter 7: “The Child from One to Four: The Toddler and Preschool Years”
- Textbook Chapter 8: “The School-Age Child”

Part 2. Discussion of Adverse Childhood Events

Assigned Reading:

- Felitti, V., Anda, R. et al. (1998) Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. *Am J Prev Med*; 14(4); 245-258. Available online. :
- Pascoe, J, Wood, D., et al (2016) Mediators and Adverse Effects of Child Poverty in the United States. *Pediatrics*, April, Vol. 137, No.4. Council on Community Pediatrics, American Academy of Pediatrics (2016) Poverty and Child Health in the United States. *Pediatrics*, April, Vol. 137, No. 4. Available online.
- Hughes, K., et al (2017). The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *The Lancet*. **2**: e356–66. Access at: [http://thelancet.com/pdfs/journals/lanpub/PIIS2468-2667\(17\)30118-4.pdf](http://thelancet.com/pdfs/journals/lanpub/PIIS2468-2667(17)30118-4.pdf)

November 13. Week 10: EXAM

IMPORTANT: For next week’s visit to NJ Department of Health/Family Health Division please review *Maternal and Child Health Services Title V Block Grant State Narrative for New Jersey MCH Block Grant Application for 2018 Due July 2017* posted online at: http://www.state.nj.us/health/fhs/maternalchild/documents/admin/MCH_BG_2018_Draft.pdf

November 20. Week 11: Fieldtrip to NJ Department of Health/Division of Family Health Services in Trenton

November 27. Week 12: MCH Surveillance and Overview of PRAMS

Lecturer: Nancy Wolff, PhD, Director, Bloustein Center for Survey Research/Rutgers

Assigned Reading:

- Please visit the CDC PRAMS website and explore its content in preparation for class. Access at: <https://www.cdc.gov/prams/index.htm>

December 4. Week 13.

Part 1. Children with Special Health Care Needs

Lecturer: Janice Prontnicki MD, MPH, FAAP, Director- Division of Developmental and Behavioral Pediatrics, Department of Pediatrics, Rutgers

Assigned Reading:

- Barnard-Brak, L. Stevens, T., and Carpenter, J. (2017) Care Coordination with Schools: The Role of Family-Centered Care for Children with Special Health Care Needs. *Matern Child Health J.* 21:1073–1078

Part 2. Childhood Obesity

Lecturer: Naveen Mehrotra, MD, MPH. Adjunct Assistant professor, Department of Epidemiology and RWJMS.

Assigned Reading:

- Moore, E., Wilkie, W., and Desrochers, D. (2017) All in the Family? Parental Roles in the Epidemic of Childhood Obesity *J Consumer Research.* Vol. 43. Pp. 824-859.

December 11. Week 14:

A Global Perspective on Maternal Health

Assigned Reading:

- Save the Children. *The Urban Disadvantage: State of the World's Mothers 2015 Report.* Pp. 1-11. Access at: http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/SOWM_2015.PDF

Part 2. Documentary: A Walk to Beautiful

MCH Leadership Discussion

Your Final Poster is Due Today!

Reminder: Students are asked to again complete the online MCH self-assessment. This tool can be accessed at <https://www.mchnavigator.org/assessment/>.

December 18. Week 15: Student Poster Session 3:00PM-4:30PM

Final County Health and Wellness Profile Hardcopy Due

New Jersey Counties:

Atlantic	Middlesex
Bergen	Monmouth
Burlington	Morris
Camden	Ocean
Cape May	Passaic
Cumberland	Salem
Essex	Somerset
Gloucester	Sussex
Hunterdon	Union
Hudson	Warren
Mercer	

- **School of Public Health Honor Code:** The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting

written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.