

Syllabus*
Foundations of Maternal and Child Health
HSC 4579 Section 310
Fall 2008

Dates: August 25 – December 12, 2008

Location: Blackboard: <http://my.usf.edu>

Credit Hours: 3

Pre-Requisites: None; Prefer students to be junior or senior status

Delivery Format: Web-based, computer-aided instruction/Asynchronous

Required Materials:

- Textbook: Lowdermilk DL, Perry, SE. (2007). Maternity and Women's Health Care (9th Edition). St. Louis: Mosby, Inc.
- DSL/Cable internet connection;
- Recommended use of Windows Media Player10 for video viewing;
- MS Word or other .doc word processing software. NO WORD PERFECT!

Course Content and Delivery:

Course Description: The purpose of this introduction course is to provide an overview of maternal and child health issues and trends. With this primary aim, the objectives are organized around the knowledge of health assessment and interventions for families and children.

Objectives: By the end of the semester, the student will be able to:

1. Describe the historical background and contemporary trends of maternal and child health
2. Explain the pertinent issues related to all aspects of women's health
3. Describe the anatomy and physiology from preconception through birth management
4. Identify the most common complications of pregnancy including the causes of low birth weight and premature infants
5. Discuss the factors related to newborn care including acquired problems, nutrition, feeding options
6. Identify the common causes of morbidity and mortality among children

Format: This course is offered through Blackboard and consists of 6 sections. Each section is expected to take one to two weeks to complete. Students must meet the required deadlines for quizzes and assignments unless they receive prior approval from the instructor. The deadlines are provided to measure progress and to keep the student on track.

Instructional Strategies: The course is asynchronous with regular assessments. For each of the six sections, the student will be required to:

- a) Read assigned chapters in the textbook
- b) View assigned PowerPoint slide presentations, lectures and videos
- c) Read all of the assigned articles or publications posted on Blackboard
- d) Complete an online quiz

Quizzes: There is one quiz for each of the sections. It is expected that students will take one quiz every one to two weeks. Be sure to note the due date for each quiz. Each quiz question is worth 2 points and there are 25 questions for each section. The quizzes are timed and limited to 90 minutes. Once a quiz is opened, the student must complete it. There are selected chapters and articles for each section. Students will need to read all assignments to do well on the quizzes and the final exam. All quizzes are “open-book”.

Discussion: During the semester, two discussion questions will be posted by the instructor (be sure to note the due dates for the discussion assignments). Due to the large number of students in this class, smaller groups will be created. An announcement will be posted with assigned discussion groups. Each student is expected to review the discussion board regularly (every 2 to 3 days) and respond to posted entries of other students. Every student must first develop an intellectual opinion about the subject.

The opinion is to be based on other published articles or readings, and the student will post their thoughts on the topic using these additional references.

To receive credit for original postings, each student will cite at least one reference *from an accepted journal source* and post an opinion of at least 150 words. A maximum of 30 points are available for each section’s discussion. In addition to an original opinion statement the student will post **at least two responses** to other student statements. To encourage regular review of the board and meaningful responses, each posting must be made on a different day. Points will be deducted if comments are posted on the same day.

NOTE: *This is an important learning activity so students should review and be familiar with the grading rubric and guidelines posted on Blackboard.*

Political Position Paper:

Choose a Maternal or Child Health topic of interest to you. You will perform brief literature review detailing the significance of the topic. You will also describe both of the 2008 presidential candidates’ stances on the topic as well as voting record/policy development.

NOTE: *More details about the format and requirements of the political position will be provided in the grading rubric and on BlackBoard.*

Final exam: At the end of the course, each student will complete a comprehensive final exam which addresses ALL of the assigned readings, PowerPoint presentations, and videos. The exam, like the quizzes, is an “open book” test. The final exam is worth 200 points.

Faculty, TA/GA and Technical Assistance Contact Information:

Instructor Information:

Instructor Name: **Somer Goad Burke, MPH, CHES**
Office/ mailing address: **Room 2148**
Office Hours: **By appointment**

Phone: **(813) 974-6606**
Fax: **(813) 974-9170**
Email address: sburke@health.usf.edu
Preferred method of contact: **Email**

Reply policy: Students can expect a reply from the instructor within 24 hours if sent Sunday –Thursday; within 36 – 48 hours if sent Friday –Saturday.

Assistance:

Technical problems: (accessing course, course materials, links, videos, presentations, documents, assignment submission) Use the ‘Technical Problem Report Form’ located under the Tech Assistance button on the course website. Students will receive a reply within 24 hours via phone or email based on student preference.

During normal business days (M-F 8:30am-5:00pm) students can contact the ETA office for assistance. 1-888-USF-COPH (option #3) or 813-974-6666

Name: **Office of Educational Technology & Assessment**

Office address: Educational Technology & Assessment (ETA)
College of Public Health, 13201 Bruce B. Downs Blvd., Room 1018
813-974-6666

Office Hours: Monday through Friday, 8:30 am to 5 pm

Email address: eta@health.usf.edu

Reply policy: Students can expect a reply, Sun-Thu.(within 24-48 hrs) and Fri-Sat (within 48-72 hrs)

During exams: ETA provides exam support during business hours, Mon – Fri, 8:30a to 5pm at 813-974-6666. Outside of business hours click on the “Tech Support” button in the course to go to the ETA Technical Assistance webpage. Fill out the “Technical Problem Report Form”. They will respond to the report form within 24 hours.

Course Content questions: Contact the instructor by email or phone and expect a reply within 24-36 hours

Request extension on a quiz or assignment: Contact the instructor by email or phone at least 3 days before the deadline

Confidential problems: Contact the instructor by phone.

Grading/Assessment/Criteria:

Grading System: **Total possible points:**

Students will be graded individually on points earned divided by total number of points; there will be no curve or extra credit.

Assignment	Total Possible Points
Syllabus Quiz	10
Discussion Board Assignments	2 x 30 = 60
Section Quizzes	6 x 50 = 300
Political Position Paper	100
Final Exam	200

Total Points Available: 670

Grading Scale:

Total points	Percent	Letter grade
670 - 603	100 – 90	A
602 - 536	89 – 80	B
535 – 469	79 – 70	C
468 – 402	69 – 60	D
Less than 402	59 - 00	F

This course does not allow the S / U grading option. To receive an incomplete, you must have completed half of the required assignments and have obtained a passing grade. Incomplete grades are given at the discretion of the instructor.

Types of assessments: Assessment of discussion board participation and literature review are graded by the instructor with the help of scoring rubrics that can be reviewed on Blackboard by all students. Quizzes and the final exam are graded by the computer. Each quiz/exam question is worth 2 points.

Assessment Schedule: Refer to last section of the syllabus - titled *Course Schedule*.

Instructor Policies:

Grading Policies:

Quizzes are timed and limited to 90 consecutive minutes. Once a quiz is opened on Blackboard, the student **must complete it**. Students will be able to view the results of the quiz to see which questions they missed. If students exceed the time limit, Blackboard does not allow the student to see his or her final results or provide a grade. The student will need to contact the instructor for a final determination of whether or not the grade will be accepted.

Quizzes and the final exam are considered “open book” which means students may refer to their textbook and articles if they need to verify the correct answer to a question. Exams are to be completed only by the student registered for the course. Students are not allowed to work together with other students or with any other individual.

Questions for the quizzes and final exam are part of a test bank of questions and are randomly assigned to students. No two quizzes or exams are alike. If students wish to review old quizzes to study for the final they can make an appointment to meet with the instructor and review copies of their quizzes in the office and presence of the instructor.

The final exam is timed for 180 consecutive minutes. Blackboard will allow the student to begin the exam, close and save it, and then return later. However, **the total online time of 3 hours cannot be exceeded**. Example:

If a student spends an hour online with the exam, saves it and leaves the exam, the timer doesn't stop. It would keep counting. If that student comes back to the exam an hour later, the timer would show that he has taken 2 hours on the exam. That means the student would only have 1 hour left to take the rest of the exam.

Make-up Policy:

Once a deadline passes, students will be locked out of the quiz or exam. If special arrangements have been made ahead of time, the instructor can reset the quiz for the student to enter and take the quiz. Requests for extensions of deadlines will be made on a case by case basis and will not be granted for other academic deadlines. To request an extension, the student should submit it to the instructor **in writing at least 3 days prior to the deadline**. The instructor will review the request and request additional information such as a doctor's excuse before providing written permission.

Late Assignments/ Incorrect method of submission:

All assignments should be written as a separate text file in **MS Word**, and then submitted as an attachment. A dropbox is provided on Blackboard. Students who do not follow these instructions may be docked points if the instructor is unable to open or access the file. Please note that assignments submitted in other formats **cannot** be opened by the instructor and may result in the loss of points.

Late assignments will not be accepted without prior, written approval from the instructor.

Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. Plagiarism also consists of passing off, as one’s own, any segment or the entirety of another person’s work. On written papers and assignments, for which the student uses information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source, the student must attribute the information to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text (depending on the style). **Always cite – better safe than sorry!**

All assignments must be submitted to the instructor via the online Dropbox. The written work is then electronically submitted to *Safe Assignment* where it is compared with a huge database of journal articles, web articles, and previously submitted student papers. The instructor receives a report showing exactly what percentage of a student’s assignment is plagiarized and the source it was copied from. For more information, go to www.safeassignment.com and <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

Punishment Guidelines for Plagiarism:

The student who submits the subject paper, shall receive a numerical value of zero on the item submitted, and the zero shall be used to determine the final course grade. If the plagiarism is particularly blatant, the instructor will assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

Netiquette: Students are expected to follow appropriate protocol when communicating online with fellow students and faculty. Guidelines for online manners and “netiquette” are provided at:

http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf

Institutional Policies:

Link to Student Handbook http://www.sa.usf.edu/handbook/USF_Student_Handbook.pdf

Student Conduct: USF Student Rights & Responsibilities: <http://www.sa.usf.edu/srr/page.asp?id=81>
USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

Academic Dishonesty/Plagiarism: <http://www.ugs.usf.edu/pdf/cat0809/08acapol.pdf>

Special Accommodations: <http://www.asasd.usf.edu/index.htm>

Holidays and Religious Observances: http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/Gc10-045.htm

Technology Requirements and Tools

Technology Checklist:	Link to basic technology requirements includes list of hardware and link to download required software: http://health.usf.edu/publichealth/eta/students_tech_requirements.htm
Special Technology Requirements for this course:	DSL/Cable internet connection; recommended use of Windows Media Player10 for video viewing.

Resources for online learners

USF ID, NetID, Emails:	http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf
Library Resources:	‘How to Find a Journal Article’: http://eta.health.usf.edu/publichealth/library/tutorial/index.html USF Library Resources and services: http://www.lib.usf.edu/
How to Navigate in Blackboard:	http://www.cte.usf.edu/rdpres/bbsim/bb3studentnav1.htm
Plagiarism:	Tutorial on Plagiarism for Students: http://www.cte.usf.edu/plagiarism/plag.html Instructions to submit an assignment using safe assignment: http://eta.health.usf.edu/technology/plagiarism/studentman.pdf
How to Use the Assignment Submission Tool:	http://eta.health.usf.edu/technology/Assignmenttoolarge.html

Disclaimers:

This syllabus is a preliminary plan for the class and from time to time the class schedule may need to be adjusted by the instructor. If necessary, some components of this syllabus may change. However, any such changes will be announced to the students. The student is responsible for any such announced change.

Course Schedule

Syllabus quiz: This quiz is worth 10 points. It will be open from Monday, August 25 at 8:00 a.m. until Wednesday, August 27th at 8:00 p.m. If you have not completed the quiz by Wednesday evening you will be dropped from the course. (This quiz is treated the same as your attendance on the first night of an on-campus course.) If you add the class late, please contact instructor.

Section 1: Overview of Maternal and Child Health Quiz is due Friday, September 12 at 11:59 pm

Topic and PowerPoint Lecture

Textbook Readings

History of MCH (*narrated lecture*)

Contemporary MCH Issues and Trends
narrated lecture)

Chapter 1

Community Care: The Family and Culture
(narrated lecture)

Chapter 2

Additional Required Readings

MacDorman MF, Martin JA et al. (2005). Explaining the 2001-02 infant mortality increase: Data from the linked birth/infant death data set. *National Vital Statistics Reports*, 53(12):1-24.

Center for Disease Control and Prevention. (1999). Healthier mothers and babies – 1900-1999. *Journal of the American Medical Association*, 282(19):1807-1810.

Norton M. (2004). New evidence on birth spacing: promising findings for improving newborn, infant, child and maternal health. *International Journal of Gynecology and Obstetrics*, 1-6.

Wadsworth, M. (2003). Early life. In M. Marmot & R. G. Wilkinson (Eds.), *Social determinants in health* (Chapt. 3 pp. 44 – 63). New York: Oxford University Press.

Fact Sheet: Preventing Infant Mortality. US Department of Health and Human Services

Section 2: Women's Health Quiz is due Friday, October 3 by 11:59 pm

Topic and PowerPoint Lecture

Textbook Readings

Health Assessment (*narrated lecture*)

Chapter 5

Violence against Women

Chapter 6

Reproductive System Concerns

Chapter 7

Sexually Transmitted and Other Infections

Chapter 8

Contraception and Abortion (*narrated lecture*)

Chapter 9

Mental Health Disorders and Substance Abuse
(narrated lecture)

Chapter 35

Additional Required Readings

Hofhuis W, de Jongste JC, Merkus PJFM. (2003). Adverse health effects of prenatal and postnatal tobacco smoke exposure on children. *Archives of Disease in Childhood*, 88:1086-1090.

Coker AL, Sanderson M, Dong B. (2004). Partner violence during pregnancy and risk of adverse pregnancy outcomes. *Paediatric and Perinatal Epidemiology*, 18: 260-69.

Schenker JG, Eisenberg. (1997). Ethical issues relating to reproduction control and women's health. *International Journal of Gynecology and Obstetrics*, 58:167-176.

Discussion #1:

Discussion is due Friday, October 3 by 11:59 pm.

Section 3: Preconception through Postpartum Issues

Quiz is due Friday, October 17 by 11:59 pm

Topic and PowerPoint Lecture

Anatomy and Physiology of Pregnancy
Conception and Fetal Development (*narrated lecture*)
Maternal and Fetal Nutrition (*narrated lecture*)
Childbirth and Perinatal Education (*narrated lecture*)
Labor and Birth Processes

Online Video

Textbook Readings

Chapter 14
Chapter 13
Chapter 15
Chapter 17
Chapter 18

Additional Required Readings

Alexander GR, Kogan MD, Nabukera S. (2002). Racial differences in prenatal care use in the United States: are disparities decreasing? *American Journal of Public Health*, 92(12):1970-1975.

Lenders CM, McElrath TF, Scholl TO. (2000). Nutrition in adolescent pregnancy. *Current Opinion in Pediatrics*, 12:291-296.

Green-Raleigh K, Carter H, Mulinare J, Prue C, & Petrini J. (2006). Trends in Folic Acid Awareness and Behavior in the United States: The Gallup Organization for the March of Dimes Foundation Surveys, 1995-2005. *Maternal and Child Health Journal*, 10:S177-S182.

Birth defects and disabilities: a public health issue for the 21st century (editorial). (2005). *American Journal of Public Health* 95(11) 1884-86

Section 4: Complications in Pregnancy

Quiz is due Friday, October 31 by 11:59 pm

Topic and PowerPoint Lecture

Assessment of Risk Factors (*narrated lecture*)
Hypertensive Disorders in Pregnancy
Antepartal Hemorrhagic Disorders

Textbook Readings

Chapter 29
Chapter 30
Chapter 31

Endocrine and Metabolic Disorders

Chapter 32

Labor and Birth Complications (*narrated lecture*)

Chapter 36

Additional Required Readings

Butts S, Sammel M, Hummel A, Chittams J, Barnhart K. (2003). Risk factors and clinical features of recurrent ectopic pregnancy: a case control study. *Fertility and Sterility*, 80(6):1340-1344.

Sibia BM, Caritis SN, Hauth JC, MacPherson C, VanDorsten JP, Klebanoff M, Landon M, Paul RH, Meis PJ, Miodovnik M, Dombrowski MP, Thurnau GR, Moawad AH, Roberts J. (2000). Preterm delivery in women with preeclampsia or chronic hypertension relative to women with uncomplicated pregnancies. *American Journal of Obstetrics and Gynecology*, 183:1520-1524.

Frederick IO, Rudra CB, Miller RS, Foster JC, Williams MA. (2006). Adult weight change, weight cycling, and prepregnancy obesity in relation to risk of preeclampsia. *Epidemiology*, 17(4):428-434.

Political Position Paper

Political Position Paper is due Friday, October 31 by 11:59 pm.

Section 5: Newborn Care

Quiz is due Friday, November 14 by 11:59 pm

Topic and PowerPoint Lecture

Physiology & Behavioral Adaptations of the Newborn

Care of the Newborn (*narrated lecture*)

Acquired Problems of the Newborn

Newborn Nutrition and Feeding

High Risk Newborns (*narrated lecture*)

Online Video

Textbook Readings

Chapter 25

Chapter 26

Chapter 38

Chapter 27

Chapter 40

Additional Required Readings

Coutsoudis A, Rollins N. (2002). Breast-feeding and HIV transmission: the jury is still out. *Journal of Pediatric Gastroenterology and Nutrition*, 36:434-442.

Hepburn M. (2004). Substance abuse in pregnancy. *Current Obstetrics and Gynaecology*, 14:419-425.

Condon, M. (2005). Breast is best, but it could be better: What is in breast milk that should not be? *Pediatric Nursing*, 31(4): 333-338.

State responses to substance abuse among pregnant women. (2000). *The Guttmacher Report on Public Policy*.

Section 6: Child Health

Quiz is due Friday, November 28 by 11:59 pm

Topic and PowerPoint Lecture

Overview of Child Health (*narrated lecture*)

Readings

Early Growth and Development (<i>narrated lecture</i>)	Schwebel article
Well Child Care	Salam article
	Schneider article
Childhood Obesity and Diabetes	Reilly article
	Perry article
Child Health and Homelessness	
Online Video	

Required Readings

Knitzer, J., & Lefkowitz, J. (2006). Helping the most vulnerable infants, toddlers, and their families. *National Center for Children in Poverty*.

Perry, C, Bishop, DB, Taylor, GL, Davis, M, Story, M, Gray, C, Bishop, S, Mays, R, Lytle, LA, and Harnack, L. (2004). A randomized school trial of environmental strategies to encourage fruit and vegetable consumption among children. *Health Education and Behavior*, 31(1):65-76.

Reilly JJ, Armstrong, J, Dorosty AR, Emmett PM et al. (2005). Early life risk factors for obesity in childhood: cohort study. *BMJ*, doi:10.1136/bmj.38470.670903.EO.

Salam MT, Li YF, Langholz B, Gilliland FD. (2004). Early-life environmental risk factors for asthma: Findings from the Children's Health Study. *Environmental Health Perspectives* 112(6):760-765.

Schneider D and Freeman N. Children's Environmental Health: Reducing risk in a dangerous world. Washington DC: American Public Health Association, 2002. Chapter 2 - Injuries and Child Health pp 43-67 and Chapter 3 - The Legacy of Lead pp 67-84.

Schwebel, DC. (2004). The role of impulsivity in children's estimation of physical ability: Implications for children's unintentional injury risk. *American Journal of Orthopsychiatry*, 74(4): 584-588.

Discussion #2:

Discussion #2 is due by Friday, November 28 at 11:59 pm.

Final Exam

Comprehensive Final Exam will be available at 8:00 a.m. on Monday, December 8 until 11:59 pm on Friday, December 12.

