

Course Syllabus

MCH Information and Data Systems

CPH 714 Section 401 ~ Spring 2015

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

Contact information

Instructor: Lorie Wayne Chesnut, DrPH, MPH
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.

Maternal and Child Health & Public Health Competencies

Three separate competency resources will be utilized for this course. They are the UK 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.	<ul style="list-style-type: none"> • Describe the federal and state regulatory programs, guidelines, and authorities that control public health • MCH (D.2, D.4)
Apply a systematic approach to analyzing policies and evaluating programs for MCH populations.	<ul style="list-style-type: none"> • Evaluate the strengths and limitations of epidemiologic reports • Utilize qualitative and quantitative methods to identify disparate health outcomes and develop culturally relevant strategies for preventing and/or eliminating them • 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.	<ul style="list-style-type: none"> • Assess public health problems in terms of magnitude, person, time and place • Identify key sources of data for epidemiologic purposes • Identify basic ethical and legal principals pertaining to the collection, maintenance, use and dissemination of epidemiologic data • MCH (B.4-B.5, B.7, B.9, B.11) • 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.	<ul style="list-style-type: none"> • Use evidence based principles and scientific knowledge effectively when involved in evaluation and decision-making in public health • Organize and deliver effective written and verbal communications about public health activities using appropriate communication strategies to professionals, labor, industry and the general public and the media. • MCH (C.12, C.16) • MCH Leadership (5.1-5.2, 5.6, 5.10, 12.8)
Maternal and Child Health (MCH) Competencies - Association of Teachers of Maternal and Child Health. (February, 2001) UK MPH Competencies, University of Kentucky College of Public Health website Maternal and Child Health Leadership Competencies, Version 3.0. (June, 2009)	

01/12/15

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 with the third edition being the latest. 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	150
Assignments (4) @ 100 points each.	400
#1 MCH Assignment I	100
#2 MCH Assignment II	100
#3 MCH Assignment III	100
#4 MCH Title V National Data Systems Presentation	100
Final PowerPoint Presentation	100
Final Written Paper Project	350
TOTAL Points	1000

GRADING SCALE

90% and above: Excellent	A
80% through 89%: Satisfactory	B
70% through 79%: Marginal	C
69% or below	E

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 a portion 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.

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, April 30th**

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

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.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against

01/12/15

the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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.

01/12/15

Inclement weather

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

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

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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.

Weekly Lectures/Topics/Speakers

Class Number	Date	Topic	Speaker(s)
1	January 15	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 22	Title V MCH Block Grant and TVIS <ul style="list-style-type: none"> The TVIS System & Needs Assessment <i>Discussion:</i> Early MCH Funding by State 	Chesnut
3	January 29	Title V MCH Block Grant and TVIS <ul style="list-style-type: none"> Children with Special Health Care Needs 	Rhonda Miles MS, <i>Guest Speaker</i>
4	February 5	Non-Profit Data Repositories <ul style="list-style-type: none"> Peristats (March of Dimes) Kaiser Family Foundation Annie E. Casey Foundation Guttenmacher Institute <p>Assignment #1 DUE</p>	Chesnut
5	February 12	<ul style="list-style-type: none"> Healthy People 2010 and 2020 Bureau of Primary Health Care HPSA Designations Mapmaker Utility (<i>posted only</i>) <i>Group Activity:</i> State Priorities and the Needs Assessment Process 	Chesnut
6	February 19	<ul style="list-style-type: none"> <i>Discussion:</i> HPSAs by State The National Vital Statistics System¹ Births, Deaths and Fetal Deaths² <p>Assignment #2 DUE</p>	Chesnut
7	February 26	<ul style="list-style-type: none"> Perinatal Periods of Risk (PPOR) MCH at the State Level 	<i>Guest Speaker,</i> Tracey D. Jewell, MPH
8	March 5	Department for Community-Based Services: Caring for Children Across Kentucky	<i>Guest Speaker</i> Debbie Acker RN

¹ Note: Students who enrolled in 2014 Perinatal Epi Students will be excused from the second half of the class because they have already heard these lectures.

² Ibid

Class Number	Date	Topic	Speaker(s)
9	March 12	National Violent Death Registry Assignment #3 DUE	<i>Guest Speaker,</i> Margaret Brown, MPH
10	March 26	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 	<i>Guest Speaker,</i> Caitlin Dunworth Students & Chesnut
11	April 2	Federal MCH Surveys <ul style="list-style-type: none"> • Behavioral Risk Factor Surveillance System (BRFSS) • National Survey of Family Growth (NSFG) • National Immunization Survey (NIS) Assignment #4 Student PP Presentations DUE	Chesnut & Students
12	April 9	Federal MCH Surveys (cont.) <ul style="list-style-type: none"> • Pregnancy Risk Monitoring Assessment Survey (PRAMS) • NHANES 	Chesnut & Students
13	April 16	Qualitative Data Analysis: Applications to Maternal and Child Health	Aimee Eden, PhD, MPH, MA <i>Guest Speaker</i>
14	April 23	<ul style="list-style-type: none"> • Student Final Project Presentations 	Students
15	April 30	<ul style="list-style-type: none"> • Student Final Project Presentations Final Project Paper DUE	Students
16	May 7	FINAL EXAM WEEK – NO CLASS	

Week	Required Readings and Resources*
1	First Class Meeting - no readings
2	<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> <p>Hutchins VL. (1994) Maternal and Child Health Bureau: Roots. <i>Pediatrics</i>. 94;695-699.</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>
3	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
4	<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>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>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>Resources</p> <p>MapMaker Utility: http://diymaps.net/us_12.htm EthnoMed: http://ethnomed.org/culture and Healthy Roads Media: http://www.healthyroadsmedia.org/ National Cancer Institute. (2011). Making Data Talk: A Workbook. National Institute of Health: HHS.</p>
6	<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>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 MF, Hoyert DL, Mathews TJ. (2013) Recent Declines in Infant Mortality in the United States, 2005-2011. NCHS Data Brief No. 120. Available at: http://www.cdc.gov/nchs/data/databriefs/db120.pdf</p>
7	CityMatCH: What is Perinatal Periods of Risk? Available at: http://www.citymatch.org/ppor_index.php
8	<p>NPR Story: Strained Foster Care System a ‘Meter Of Our Social Problems’? September 2013. Link at: http://www.npr.org/2013/09/22/225148325/foster-care-in-america-too-many-kids-not-enough-homes</p> <p>Wulczyn, F. (2009) Epidemiological Perspectives on Maltreatment Prevention. <i>The Future of Children: Preventing Child Maltreatment</i>. 19(2):</p>

Week	Required Readings and Resources
9	National Violent Death Reporting System: Stories from the Frontlines of Violent Death Surveillance. Accessed 01/12/15 at: https://c.ymcdn.com/sites/safestates.site-ym.com/resource/resmgr/NVDRS/NVDRS_Stories_complete_repor.pdf
10	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. 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 Rutman S, Park A, Caster M, Taualii 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
11	Summary of Surveys and Data Systems: National Center for Health Statistics (2008). Available at: http://www.cdc.gov/nchs/surveys.htm Mokdad A. (2009) The Behavioral Risk Factor Surveillance System: Past, Present, and Future. <i>Review of Public Health</i> . 30:43-54.
12	No Readings
13	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 Resources American Academy of Pediatrics: Evaluating Your Community-Based Program: Part 1. Designing your Evaluation. (2006). Available at: https://www2.aap.org/compeds/htpcp/EvalGuide1.pdf American Academy of Pediatrics: Evaluating Your Community-Based Program Part II: Putting Your Evaluation To Work. (2008). Available at: http://mchb.hrsa.gov/programs/healthytomorrows/evaluatingpart2.pdf
14	NONE – Student Final Presentations
15	NONE – Student Final Presentations