



University of South Florida  
College of Public Health

## PHC 6550: Child and Health Development Fall 2021

95516 | PHC6550 | 3 Credit Hours

### COURSE SYLLABUS

<b>Course Description</b>	This course examines the biological, social and environmental factors that influence child development, the epidemiology of child health, issues related to children with special needs, child health policy, prevention, and intervention.		
<b>Pre-requisites</b>	Graduate Status	<b>Co-requisites</b>	None
<b>Course Website</b>	<a href="http://my.usf.edu">http://my.usf.edu</a> (Canvas)	<b>Delivery Method</b>	Online (Asynchronous, with live help sessions)
<b>Location</b>	Canvas	<b>Day(s)/Time(s)</b>	Online

<b>Instructor Information</b>	Abraham Salinas, MD, PhD, Assistant Professor, Director of Harrell Center for the Study of Family Violence & Associate Director for the Center of Excellence in Maternal and Child Health  Faculty page: <a href="https://health.usf.edu/publichealth/overviewcoph/faculty/salinas-miranda">https://health.usf.edu/publichealth/overviewcoph/faculty/salinas-miranda</a>	Office location: UPC 523
	asalinas@usf.edu	Office hours: By appointment
	813-974-7069	Preferred method of contact: Email
	Reply Policy: Within 48 hours	
	Jennifer Marshall, PhD, Associate Professor Director of Planning & Evaluation for the Sunshine Education and Research Center  Faculty page: <a href="https://health.usf.edu/publichealth/overviewcoph/faculty/jennifer-marshall">https://health.usf.edu/publichealth/overviewcoph/faculty/jennifer-marshall</a>	Office location: NEC255
	jm@usf.edu	Office hours: By appointment
	813-396-2672	Preferred method of contact: Email
	Reply Policy: Within 48 hours	

## Course Requirements

<b>Required Materials</b>	<p>This course will utilize <b>Canvas (PHC6934.003S17)</b>. Additional required readings (articles, videos, and websites) will be provided on Canvas through the <u>Course Reserves</u> page. Students are expected to check the course site regularly for updates.</p> <p><b>Required textbook:</b> Kuo, A. A., Collier, R. J., Stewart-Brown, S., Blair, M., &amp; Culp, A. M. (2013). <i>Child Health: A Population Perspective</i>, 1st Edition. Oxford University Press., ISBN-13: 978-0199309375</p> <p>HSC Bookstore <a href="http://usfhsc.bncollege.com/">http://usfhsc.bncollege.com/</a>.</p>
<b>Recommended Materials</b>	<p>Federal Interagency Forum on Child and Family Statistics. <i>America’s Children in Brief: Key National Indicators of Well-Being</i>, 2016. Washington, DC: U.S. Government Printing Office. Available at <a href="https://www.childstats.gov/pubs/">https://www.childstats.gov/pubs/</a></p> <p><u>Other helpful reference books (not required):</u></p> <p>Jenson, J. M., &amp; Fraser, M. W. (Eds.). (2015). <i>Social policy for children and families: A risk and resilience perspective</i>. Sage Publications. ISBN-13: 978-1483344553</p> <p>Kotch, J.B. (2012). <i>Maternal and Child Health: Programs, problems, and policy in public health (3rd Edition)</i>. Burlington, MA: Jones and Bartlett. ISBN-13: 978-1493915736</p>

## Course Schedule

Lesson	Topic	Assignment
<b>Module 1: Understanding Child Health and Development from a Public Health Perspective</b>		
<b>W1</b> 8/23/21	<p>Course Overview, History of Child Health (Marshall &amp; Salinas)</p> <p><b>Required Reading(s)</b>            Chapter 1. Historical and Policy Perspectives – Katherine A. Henry, Mienah Z. Sharif            Chapter 2. Current State of Child Health in the U.S. – Mienah Z. Sharif, Katherine A. Henry, Bergen B. Nelson            On Canvas: Margolis, L., &amp; Kotch, J. (2013). Chapter 2: Tracing the Historical Foundations of Maternal and Child Health to Contemporary Times. In J. Kotch (Ed.), <i>Maternal and Child Health: Programs, Problems, and Policy in Public Health</i> (pp. 11-34). Burlington, MA: Jones &amp; Bartlett Learning.  <a href="http://samples.jbpub.com/9781449611590/11590_pdfx_ch02.pdf">http://samples.jbpub.com/9781449611590/11590_pdfx_ch02.pdf</a>            Sleep-Related Sudden Infant Death (SIDS/SUID) Pp 31: "Child health USA, 2014" Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p>	Self-introduction Quiz 1
<b>W2</b> 8/30/21	<p>Life Course Perspective on Child Health (Marshall)            Child Health Promotion and Preventive Health Services – Introduction to Child Health Epidemiology (Salinas)</p> <p><b>Required Reading(s)</b>            Chapter 5. Life Course Health Development – Alice A. Kuo            Infant mortality pp 21 – 24: "Child health USA, 2014" Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a>            Bright Futures <a href="https://brightfutures.aap.org/Pages/default.aspx">https://brightfutures.aap.org/Pages/default.aspx</a>            Preventive Care in Children: <a href="https://www.healthcare.gov/preventive-care-children/">https://www.healthcare.gov/preventive-care-children/</a></p>	Quiz 2

<p><b>W3</b> <b>9/6/21</b></p>	<p>Introduction to Population Child Health/Child Health Epidemiology/Child Mortality (Salinas)</p> <p><b>Required Reading(s)</b> Chapter 9. Concepts in Population Child Health – Mitch Blair, Sarah Stewart-Brown, Tony Waterston, Rachel Crowther</p> <p><b>Mandatory Video(s)</b> Hans Rosling: The best stats you've ever seen. Available at: <a href="https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en">https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en</a></p> <p><b>Additional Resource:</b> <a href="http://www.gapminder.org/">http://www.gapminder.org/</a></p>	<p>Quiz 3</p>
<p><b>W4</b> <b>9/13/21</b></p>	<p>Child Development Milestones, Developmental Screening, Delays &amp; Disorders (Marshall) Children's Mental Health/High Risk Behavior (Heather Agazzi)</p> <p><b>Required Reading(s)</b> Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>– Mental Health pp 61 - 62: "Child health USA, 2014"</li> <li>– Developmental screening pp 85: "Child Health USA, 2014"</li> </ul> <p>Shonkoff, J. P., &amp; Phillips, D. A. (2000). Chapter 8: The Developing Brain. In J. P. Shonkoff &amp; D. A. Phillips (Eds.), From Neurons to Neighborhoods (pp. 182-218). Washington, DC: National Academy Press. Available at <a href="https://www.ncbi.nlm.nih.gov/books/NBK225557/">https://www.ncbi.nlm.nih.gov/books/NBK225557/</a></p> <p>Hagan, J., Shaw, J., &amp; P, D. (Eds.). (2008). Bright Futures: guidelines for health supervision of infants, children, and adolescents (Third Edition. Pocket Guide. ed.). Elk Grove Village, IL: American Academy of Pediatrics. Available at: <a href="https://brightfutures.aap.org/materials-and-tools/Pages/default.aspx">https://brightfutures.aap.org/materials-and-tools/Pages/default.aspx</a></p> <p><b>Mandatory Video(s)</b> Developmental milestones: <a href="https://www.youtube.com/watch?v=i0fnBTUuRIA">https://www.youtube.com/watch?v=i0fnBTUuRIA</a></p> <p><b>Optional: Website</b> <a href="http://www.cdc.gov/ncbddd/actearly/milestones/index.html">http://www.cdc.gov/ncbddd/actearly/milestones/index.html</a></p>	<p>Quiz 4</p>
<b>Module 2: Child Health Issues in the U.S. and Globally</b>		
<p><b>W5</b> <b>9/20/21</b></p>	<p>Adverse Childhood Experiences and Toxic Stress; Family Violence and Child Maltreatment (Salinas)</p> <p><b>Required Reading(s)</b> Chapter 3. Children, Families and Communities –Ryan J. Coller, Alice A. Kuo Chapter 4. Social Determinants of Child Health –Ryan J. Coller, Alice A. Kuo Young children develop in an environment of relationships. Available at: <a href="http://developingchild.harvard.edu/resources/wp1/">http://developingchild.harvard.edu/resources/wp1/</a> Early exposure to toxic substances damages brain architecture. Available at: <a href="http://developingchild.harvard.edu/resources/early-exposure-to-toxic-substances-damages-brain-architecture/">http://developingchild.harvard.edu/resources/early-exposure-to-toxic-substances-damages-brain-architecture/</a> Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>– Adverse childhood experiences pp 102: "Child health USA, 2014"</li> </ul> <p><b>On Canvas:</b></p>	<p>Quiz 5</p>

	<p>The science of neglect: The persistent abuse of responsive care disrupts the developing brain. Available at <a href="http://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/">http://developingchild.harvard.edu/resources/the-science-of-neglect-the-persistent-absence-of-responsive-care-disrupts-the-developing-brain/</a></p> <p>Finkelhor, D., Turner, H. A., Shattuck, A., &amp; Hamby, S. L. (2015). Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results From the National Survey of Children's Exposure to Violence. <i>JAMA Pediatr</i>, 169(8), 746-754. Child Abuse and Neglect p. 44: "Child health USA, 2014"</p> <p><b>Required Video(s)</b> Toxic Stress Derails Healthy Development (1:51 min). Available at: <a href="https://www.youtube.com/watch?v=rVwFkcOZHJw&amp;t=42s">https://www.youtube.com/watch?v=rVwFkcOZHJw&amp;t=42s</a></p> <p>How childhood trauma affects health across a lifetime   Nadine Burke Harris. Available at: <a href="https://www.youtube.com/watch?v=95ovIJ3dsNk&amp;feature=youtu.be">https://www.youtube.com/watch?v=95ovIJ3dsNk&amp;feature=youtu.be</a></p> <p><b>Additional Resource Materials:</b> Commission to Eliminate Child Abuse and Neglect Fatalities. (2016). Within our reach: A national strategy to eliminate child abuse and neglect fatalities. Washington, DC:  Government Printing Office. Available at: <a href="http://www.cwla.org/wp-content/uploads/2016/03/CECANF_Final-Report_Embargo-until-3.17.16-1.pdf">http://www.cwla.org/wp-content/uploads/2016/03/CECANF_Final-Report_Embargo-until-3.17.16-1.pdf</a></p> <p>Adverse childhood experiences (ACEs). Centers for Disease Control and Prevention. <a href="https://www.cdc.gov/violenceprevention/acestudy/about_ace.html">https://www.cdc.gov/violenceprevention/acestudy/about_ace.html</a></p>	
<p><b>W6</b> <b>9/27/21</b></p>	<p>Unintentional Injuries, Suicide, and Homicide (Liller)</p> <p><b>Required Reading(s)</b> Ballesteros, M. F., &amp; Sleet, D. (2012). Epidemiology of Injuries Among Children and Adolescents: Focus on Unintentional Injuries. In K. D. Liller &amp; A. American Public Health Association (Eds.), <i>Injury prevention for children and adolescents: research, practice, and advocacy</i> (pp. 1-19). Washington, DC: American Public Health Association.</p> <p>Mack, K. A., Liller, K. D., Baldwin, G., &amp; Sleet, D. (2015). Preventing unintentional injuries in the home using the Health Impact Pyramid. <i>Health Education and Behavior</i>, 42(1 Suppl.), 115s-122s. doi:10.1177/1090198114568306</p> <p>Bayt, D. R., &amp; Bell, T. M. (2016). Trends in pediatric sports-related injuries presenting to US emergency departments, 2001-2013. <i>Inj Prev</i>, 22(5), 361-364. doi:10.1136/injuryprev-2015-041757</p>	<p>Quiz 6</p>
<p><b>W7</b> <b>10/4/21</b></p>	<p>Introduction to Childhood Asthma (Salinas)</p> <p><b>Required Reading(s)</b> Beasley, R., Semprini, A., &amp; Mitchell, E. A. Risk factors for asthma: is prevention possible? <i>The Lancet</i>, 386(9998), 1075-1085. doi:<a href="http://dx.doi.org/10.1016/S0140-6736(15)00156-7">http://dx.doi.org/10.1016/S0140-6736(15)00156-7</a></p> <p>Kopel, L. S., Phipatanakul, W., &amp; Gaffin, J. M. (2014). Social disadvantage and asthma control in children. <i>Paediatr Respir Rev</i>, 15(3), 256-262; quiz 262-253. doi:10.1016/j.prrv.2014.04.017</p>	<p>Quiz 7</p>

<p><b>W8</b> <b>10/11/21</b></p>	<p>Child Nutrition (Heywon Gray) Child Obesity Practicalities of Implementing Diabetes Programs (Allman)</p> <p><b>Required Reading(s)</b> Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>- Dental Care p. 89: "Child health USA, 2014"</li> <li>- Child Nutrition p. 43: "Child health USA, 2014"</li> <li>- Adolescent Nutrition p. 60: "Child health USA, 2014"</li> </ul> <p>Early experiences can alter gene expression and affect long-term development. Available at: <a href="http://developingchild.harvard.edu/resources/early-experiences-can-alter-gene-expression-and-affect-long-term-development/">http://developingchild.harvard.edu/resources/early-experiences-can-alter-gene-expression-and-affect-long-term-development/</a></p> <p><b>Optional Reading(s)</b> Bright Futures: Nutrition and Pocket Guide Available at <a href="https://brightfutures.aap.org/materials-and-tools/nutrition-and-pocket-guide/Pages/default.aspx">https://brightfutures.aap.org/materials-and-tools/nutrition-and-pocket-guide/Pages/default.aspx</a></p> <p>Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>- Child Overweight and Obesity p. 41: "Child health USA, 2014"</li> <li>- Adolescent Overweight and Obesity p. 56: "Child health USA, 2014"</li> </ul> <p>Atkinson MA, Eisenbarth GS, Michels AW. Type 1 diabetes. Lancet 2014; 383:69-82.</p> <p>Maahs DM, West NA, Lawrence JM, Mayer-Davis EJ. Epidemiology of type 1 diabetes. Endocrinol Metab Clin North Am 2010; 39: 481-97.</p> <p><b>Required Video(s)</b> Life insurance story: "This is Kalli". Available at: <a href="https://www.youtube.com/watch?v=H5XsrZZPnwc">https://www.youtube.com/watch?v=H5XsrZZPnwc</a></p>	<p>Quiz 8</p> <p>Select research paper topic</p> <p><b>Midterm Exam Due 10/9 11:59 pm (midnight)</b></p>
<p><b>W9</b> <b>10/18/21</b></p>	<p>Vaccines and Major Infections, U.S. and Global (Izurieta) COVID-19 Data and Vaccine Hesitancy</p> <p><b>Required Reading(s)</b> : Greenwood, B. (2014). The contribution of vaccination to global health: past, present and future. Biological Sciences, 369(1645), 20130433.</p>	<p>Quiz 9</p>
<p><b>Module 3: Systems and Policy Issues</b></p>		
<p><b>W10</b> <b>10/25/21</b></p>	<p>Systems Issues in Child Health (Marshall, Petersen)</p> <p><b>Required Reading(s)</b> Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>- Federal programs to promote child health p. 108: "Child health USA, 2014"</li> <li>- Mental health treatment p. 87: "Child health USA, 2014"</li> <li>- Medical home p. 93: "Child health USA, 2014"</li> </ul> <p>Quality of care p. 95: "Child health USA, 2014"</p>	<p>Quiz 10</p>
	<p>Child Survival and Health: An International Perspective (Salinas)</p> <p><b>Required Reading(s)</b> Chapter 6. Immigration and Child Health –Mienah Z. Sharif, Katherine A. Henry  Chapter 7. Global Child Health –Alice A. Kuo</p>	<p>Quiz 11</p>

	<p>Waterston, T, &amp; Goldhagen, J. (2007). Why children’s rights are central to international child health. Archives of Disease in Childhood, 92(2), 176-180. doi: 10.1136/adc.2006.098228</p> <p>Integrated Management of Childhood Illnesses (IMCI).  <a href="https://www.who.int/maternal_child_adolescent/topics/child/imci/en/">https://www.who.int/maternal_child_adolescent/topics/child/imci/en/</a></p>	
<b>W11</b> <b>11/1/21</b>	<p>Children with Special Needs (Marshall, Salinas, Kirby)</p> <p><b>Required Reading(s)</b>  Farel, A. (2013). Chapter 12: Children with Special Health Care Needs. In J. Kotch (Ed.), Maternal and Child Health: Programs, Problems, and Policy in Public Health (pp. 285-300). Burlington, MA: Jones &amp; Barlett Learning.</p> <p>Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a>  Birth defects pp 29: "Child health USA, 2014"</p>	Quiz 12
<b>W12</b> <b>11/8/21</b>	<p>Health Care Access - Innovations in Health Care Access and Health Insurance (Marshall/Freedman/Ray)</p> <p><b>Required Reading(s)</b>  Chapter 8. Population Child Health in Practice –Mitch Blair, Sarah Stewart-Brown, Tony Waterston, Rachel Crowther  Child health USA, 2014. Available at <a href="https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf">https://mchb.hrsa.gov/chusa14/dl/chusa14.pdf</a></p> <ul style="list-style-type: none"> <li>– Affordable care act p. 106: "Child health USA, 2014"</li> <li>– Health insurance - infants p. 74: "Child health USA, 2014"</li> </ul> <p><b>Resources to review:</b>  <a href="http://www.nytimes.com/interactive/2016/10/31/upshot/up-uninsured-2016.html?_r=0">http://www.nytimes.com/interactive/2016/10/31/upshot/up-uninsured-2016.html?_r=0</a>  <a href="http://khn.org/news/five-quick-ways-a-new-hhs-secretary-could-change-the-course-of-health-policy/">http://khn.org/news/five-quick-ways-a-new-hhs-secretary-could-change-the-course-of-health-policy/</a>  <a href="http://khn.org/news/many-parents-with-job-based-coverage-still-turn-to-medicaid-chip-to-insure-kids/">http://khn.org/news/many-parents-with-job-based-coverage-still-turn-to-medicaid-chip-to-insure-kids/</a>  <a href="https://publichealth.gwu.edu/sites/default/files/downloads/HPM/Repealing_Federal_Health_Reform.pdf">https://publichealth.gwu.edu/sites/default/files/downloads/HPM/Repealing_Federal_Health_Reform.pdf</a>  <a href="https://www.cms.gov/Newsroom/MediaReleaseDatabase/Fact-sheets/2017-Fact-Sheet-items/2017-01-04.html">https://www.cms.gov/Newsroom/MediaReleaseDatabase/Fact-sheets/2017-Fact-Sheet-items/2017-01-04.html</a></p>	<p>Quiz 13</p> <p>Outline of final research paper due</p>
<b>W13</b> <b>11/15/21</b>	Special Topic: Selected by students (e.g. Bullying, School Health)	Quiz 14
<b>W14</b> <b>11/22/21</b>	Special Topic: Selected by students (e.g. Global child survival and other global child health initiatives; Racism, Diversity, Equity, and Inclusion; Cross-cultural Considerations)	Quiz 15
<b>W15</b> <b>11/29/21</b>	<b>Student Research papers</b>	Final paper due
<b>W16</b> <b>12/6/21</b>	<b>Final Exam</b>	Final Exam (Online)

## Grading Policies and Procedures

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### Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

### Grading Criteria

Assessment	Percent of Final Grade
<i>Self-Introduction</i>	5%
<i>Class Participation</i>	5%
<i>Lecture Quizzes (15 weekly quizzes, 2 points each)</i>	30%
<i>Midterm Exam</i>	20%
<i>Final Exam</i>	20%
<i>Final research paper</i>	20%
<b>Total</b>	<b>100%</b>

### Grading Policies

Failure to follow instructions on assignments will result in point deductions at the discretion of the instructors.

References: The Department of Community and Family Health uses the Publication Manual of the American Psychological Association (APA) as the standard for the formatting of assignments and manuscripts. All assignments completed for the purposes of this course must comply with the APA guidelines for referencing material. Students are advised to pay careful attention to directions for each assignment.

**Self-introduction (5 points):** The purpose of this activity is to briefly introduce yourselves to the instructors and your peers. Students must post at least one paragraph to include:

- where they're from,
- their academic year, major,
- any personal or professional experience with children
- what child health topics they are interested in,
- professional goals, hobbies, etc.,
- and lastly, something interesting about themselves.

**Class participation (5 points):** This grade includes reviewing materials on Canvas, contributions to online class discussions, and active participation in activities corresponding with weekly topics.

**Quizzes (2 points each, for a total of 30 points):** There are selected chapters, articles and videos for each of the lectures in this course. Students will need to read and view all reading assignments to do well on the quizzes. Quiz questions are drawn from all required materials (book chapters, power point presentations including narratives, articles, audio lectures & videos). Students must work alone on the quizzes. Quizzes are considered "open book" and students may refer to their textbook and articles if they need to verify the correct answer to a question. Quizzes 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. Quizzes are meant to test a factual understanding of the readings and presentations. They are short multiple choice and true/false questions meant to assess pertinent information in a straightforward manner. Questions for the quizzes are part of a test bank of questions and are randomly assigned to students. No two quizzes are alike. The quizzes will be posted on Monday of the week the lecture is released. You will have until Sunday at 11:59pm EST to open and take the quiz. **Each quiz is worth 2 points. There will be 15 quizzes in the semester, for a total of 30 points.** Be sure to note the due date for each quiz.

Each quiz includes 5 questions, worth .4 points each. Quizzes are timed and limited to 60 minutes. Students may have up to two attempts to take quizzes. Note: According to the Constructivist Theory of Learning, multiple attempts for quizzes are supported by the literature on educational assessments. This format gives students the opportunity to learn from their prior attempts and try again in a low-stakes way. It also supported by Quality Matters (QM) standards as it helps students to stay active in their learning and receive fast feedback on their understanding of the content.

Students will be able to review their quiz only by request though. At such time, the instructor will choose the most appropriate method to do so.

**Mid-term exam (20 points):** The mid-term exam will be an objective test covering the materials in the first half of the course. Responses may include items such as multiple choice, matching, or short answer responses. This exam covers the first two modules.

**Final exam (20 points):** The final exam will concentrate on materials in the second half of the course. Responses may include items such as multiple choice, matching, or short answer responses.

**Final research paper (20 points):** Each student will be expected to complete a semester project to present to the class. For this project, students are required to identify an epidemiological issue in child health (for example, ongoing controversies in the area of autism and vaccinations):

- Provide background of topic (magnitude, trends, population (s)affected)
- Identify policy implications
- Based on the epidemiological evidence, provide a convincing conclusion/position on the topic
- Include citations and reference list - APA format

**Live help sessions (optional, not graded):** The instructors will be scheduling live interactive sessions through the semester for students with questions about assignments and materials. These will be recorded and available to others who are not able to attend.

## Course Competencies and Objectives

Alignment Matrix				
CONCENTRATION COMPETENCIES (CC): MPH Epidemiology & Maternal and Child Health	COURSE OBJECTIVES: PHC 6935 CHILD AND HEALTH DEVELOPMENT	MEETS CC	ASSESSMENTS *	SESSION #
<p>A. Assess, synthesize and critically evaluate epidemiologic scientific literature.</p> <p>B. Describe and discuss strengths and limitations of experimental and observational study designs.</p> <p>C. Describe and discuss basic principles of conducting epidemiologic research.</p> <p>D. Identify and discuss risk factors based on their relationships to health outcomes.</p> <p>E. Demonstrate proficiency in basic and intermediate epidemiologic methods and principles.</p> <p>F. Understand the application of epidemiologic methods in the design of experimental and observational studies with respect to sample selection, randomization, and power.</p> <p>G. Demonstrate proficiency in use of common statistical software packages for data analysis and appropriate interpretation of results.</p> <p>H. Use statistical techniques including descriptive statistics, data exploration, estimation, hypothesis testing, and modeling.</p> <p>I. Develop written and oral presentations based on results of statistical and epidemiologic analyses</p> <p>J. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH including: morbidity and mortality; individual, family, social and community factors; and health system characteristics</p> <p>K. Describe the scope and impact of MCH problems for children, women and families</p> <p>L. Use basic quantitative and qualitative research methods to prepare data for problem identification program planning and evaluation, and policy analysis</p> <p>M. Apply organizational theory to public health, program planning, management and evaluation</p> <p>N. Describe MCH history, policy development, major programs, laws, regulations, advocacy movements and current legislative mandates</p> <p>O. Summarize data on a policy, write policy statements, and translate policies into organization</p> <p>P. Communicate effectively both orally and in writing</p> <p>Q. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice</p>	1. Understand the theoretical underpinnings of the life course perspective.	J	Exams, Paper	1, 2, 4
	2. Identify the stages of child development and the effects of biology, environment, and social factors upon child health.	J	Exams, Paper	1, 2, 4, 8, 11, 12, 13
	3. Describe the epidemiology of major child health problems with associated risk and protective factors.	D, E, F, K	Exams, Paper	3, 8, 11, 12, 13
	4. Describe the major health issues of children with special health care needs.	D, J	Exams, Paper	16
	5. Discuss the impact and effects of violence on children and youth.	D, K, N	Exams, Paper	5
	6. Discuss policy and intervention issues in the field of child health.	D, K, N, O, P, Q	Exams, Paper	6, 7, 11, 12, 13, 14, 15
	7. Analyze determinants of child health related to poverty, social capital, inequality, diversity.	N, Q	Exams, Paper	6, 7, 11, 12, 13, 14, 15

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

## Course Policies

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### Attendance

Students should check their emails daily and review the course materials, at minimum, weekly. Students are responsible for all work and assignments due, and materials presented in on Canvas and in the text book. See Institutional Policies for Emergency Preparedness for Academic Continuity.

### Class Participation

Students are expected to have read the material assigned for class and to attend and actively engage in online class discussions and exercises. Students' participation will be evaluated as outlined in the section below. All students should contribute to online discussions. Please be respectful so everyone has an opportunity to contribute to discussions in a professional and comfortable environment.

### Instructor Expectations

This course is a graduate level course and students are expected to come to class prepared, actively participate in all activities and complete assignments on time. Students are also expected to contribute to online discussions and embrace reciprocal learning among classmates. All quizzes and exams are to be taken independently by each student without the help of other students or individuals. The same is true for the research paper.

Unless arrangements are made in advance, as course instructors, we will generally be checking for class emails once per day at the end of the work day and should respond within 48 hours of reading the email.

Emails sent after 4:00 pm, may not be read until the end of the next work day. If you need to send an email regarding special requests for missing class or a class assignment, please send the email in advance as defined above. Those requests sent prior to class or due date will be given due consideration.

The instructor will be available to meet by appointment.

## Institutional Policies

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### Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

### Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of

lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

### **Student Academic Grievance Procedures**

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

### **Disability Access**

Students with disabilities are responsible for registering with [Students with Disabilities Services](#) (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

### **Sexual Misconduct/Sexual Harassment Reporting**

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

### **Other Institutional Policies and Resources**

Download other Institutional Policies and Resources at: <https://tinyurl.com/ya32b32x>

*Please note: The information in this syllabus is subject to change, as needed, by the instructor. You will be notified of any changes via an announcement on the course site or e-mail. It is your responsibility to keep up with any changes.*