

**Applied Methods for Health Transformation Implementation in MCH
MHCH 745: Spring Semester 2017
(1 or 3 graduate credit hours, or a Certificate of Completion)**

Course Syllabus



INSTRUCTORS

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COURSE DESCRIPTION

This online course is designed to integrate the theory, research literature, and evidence-supported practices that promote optimal population health outcomes in maternal and child health. The passage of the Patient Protection and Affordable Care Act (ACA) in 2010 - the most significant health care system reform since the passage of Medicaid and Medicare in the 1960s - offered opportunities for improving public health systems, health care financing and delivery, and ultimately, health outcomes for MCH populations. This period of health transformation provides myriad opportunities for improving access to health care, strengthening partnerships between public health and primary care, controlling and reducing health care costs, improving quality, and implementing expanded public health promotion initiatives. Title V programs are uniquely positioned to help lead and influence major health system reform initiatives as they affect women, children and families. MCH professionals need contemporary tools, resources, and skills in order to assume leadership in ACA and advance the science and art of health reform implementation.

Students/participants will examine and apply new skills in the following areas: systems integration, change management/adaptive leadership, and evidence-based decision making. Public health best practice and applied implementation frameworks to advance population health outcomes will be threaded throughout.

COURSE OBJECTIVES

Upon completion of the course, students/participants should be able to:

1. Understand major drivers of health transformation in the United States and new roles for Title V agencies in this dynamic landscape.
2. Identify quality markers for access to care (universal, continuous, adequate and affordable) and discuss finance mechanisms and gaps in insurance coverage for women and children.
3. Distinguish between adaptive and technical problems and practice the skills and approaches necessary for adaptive and technical leadership, collective impact and learning from failure.
4. Describe the characteristics of evidence-based decision making and identify methods and approaches to improving quality in public health.
5. Develop a foundation for ongoing inquiry into systems integration issues in public health and how this can support a continuous process to improve performance.
6. Apply the science of implementation to improve outcomes across multiple sectors and support the diffusion and sustainability of population interventions.

CROSS-CUTTING COMPETENCIES

This course supports the development of a number of UNC SPH cross-cutting competencies:

- **Systems Thinking**
 - Identify characteristics of a system
 - Identify unintended consequences produced by changes made to a public health system
 - Provide examples of feedback loops and “stocks and flows” within a public health system
 - Understand how changes in public health systems (including input, processes and output) can be measured
- **Communication and Informatics**
 - Use information technology to access, evaluate, and interpret public health data
 - Use informatics methods and resources as strategic tools to promote public health
 - Use information technology tools effectively in core public health functions such as retrieval of institutional and online public health data and dissemination of public health information
 - Engage in collective information sharing, discussion and problem solving
- **Diversity and Cultural Competency**
 - Differentiate among availability, acceptability, and accessibility of health care across diverse populations
 - Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention
 - Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class)
- **Leadership**
 - Demonstrate basic team building, negotiation, and conflict management skills
 - Create a climate of trust, transparency, mutual cooperation, continuous learning and openness with co-workers, partners, and other stakeholders including consumers
 - Use collaborative methods for achieving organizational and community health goals
- **Professionalism and Ethics**
 - Consider the effect of public health decisions on social justice and equity

- Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health
- Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people

COURSE STRUCTURE

The course is organized into 6 modules and 14 weekly units that build sequentially. After a broad overview of MCH financing and its impact on state and territorial Title V programs and MCH populations, the course moves into a discussion of practical strategies for leading change in a time of transformation. The majority of class time will be dedicated to building this foundation. This course is entirely online and asynchronous, with weekly recorded lectures supplemented by multimedia resources, assigned readings, and written assignments. Students enrolled for credit can earn either 1 or 3 graduate credit hours, depending on their level of engagement. Credit seeking students must enroll through their home university for independent study credit. A Certificate of Completion is available for those registered as non-credit seeking participants. There are no UNC access fees for the course for any student or participant.

COURSE REQUIREMENTS

The course structure is based on adult education principles related to self-directed learning and fosters integration of course concepts into a student or participant's current and future professional roles. It is designed to:

- draw upon previous experience in MCH theory and practice;
- increase knowledge, skill, and ability to manage and improve performance within organizations, regardless of organizational type or setting;
- encourage students to stay organized, maintain a steady pace and incite the desire to grapple with complex concepts and their application;
- sustain a commitment to continuous refinement of theories, models and approaches.

Requirements for Academic Course Credit

All graduate students are expected to complete all activities included in the 14 weekly units (recorded lectures, required readings, and a brief weekly discussion forum post). They must also complete the course evaluation. In addition:

Students enrolled for 1 credit hour must complete all weekly unit activities and at least three of the weekly assignments.

Students enrolled for 3 credit hours must complete all weekly unit activities, all of the weekly assignments, and a final project.

Grading of Weekly Assignments

Each weekly assignment will be given a “check +/3 points”, “check/2 points”, or “check –/1 point”. Students enrolled for 1 credit must submit at least three weekly assignments. Students receiving a “check +” on all three assignments will be eligible to receive an ‘H’.

Students enrolled for 3 credits will need to submit all weekly assignments. These students will receive a composite score for the weekly assignments based on the total number of “check +”, “check”, and “check –” received over the course of the semester.

Weekly assignments will be reviewed each week and students can expect to receive timely feedback from the instructor.

Final Project

Each student taking the course for full credit (3) is required to complete a Final Project worth 40% of the final grade. Each student will undertake an in-depth study of health transformation for the MCH population in an assigned state. This will require that the student conduct research, analyze and interpret secondary data, and develop conclusions about a particular state. This research will serve as the basis for a written report and presentation. Full Final Project guidance is available on the Sakai site.

There will be no formal final exam.

The final grade of students taking the course for 3 credit hours will be calculated as follows.

Weekly Posting & Course Participation/Evaluation	20%
Weekly Course Assignments	40%
Final Project: Access Assessment Report & Presentation	40%

Final grades will be earned based on the following scale:

92-100:	H
75-91:	P
<75:	L

The instructor will communicate the student’s final numeric and letter grade to the home university instructor of record and to the student.

Requirements for a Certificate of Completion

To earn a Certificate of Completion participants must complete all activities included in the 15 weekly units (recorded lectures, required readings, and a brief weekly discussion forum post) and the course evaluation.

Course participants not enrolled for credit or desiring a Certificate are welcome to visit and use the UNC Sakai site as a resource for individualized learning.

HONOR CODE

All course participants are expected to be familiar with and abide by the **university honor code**, which may be accessed at <http://instrument.unc.edu/>. The university honor code applies to all assignments completed for this course.

For more about the Honor Code, access the online Honor System Module for UNC SPH at <http://www.atschoolorientation.net/intake.aspx?ReturnUrl=%2func%2fhonor> (enter as a guest).

COURSE ASSIGNMENTS

Important notes about assignments

1. Every Monday throughout the course will mark the beginning of a new weekly unit. It is helpful if students complete online lectures and readings early in the week so that discussion forums can benefit from newly applied knowledge, deeper exploration and collective application of the material. Many students complete the lectures for the new week on the weekend prior to the unit start. A weekly unit schedule is included on page 6.
2. All assignments will be due to the instructor by email by **5pm (EST) on the Sunday of each unit week**. Students will be expected to meet the deadline for required assignments. Contact the instructor in the event of special circumstances.
3. Please note that this course is structured to accommodate online, distance learners. Early assignment submissions are always welcome.
4. Assignments should be submitted via the Assignment Tool in Sakai as a Word document attachment named with the Week # and your first and last name, e.g., Week 1_Intro to ACA_Tamira Fields.
5. The instructor will make every attempt to provide feedback on weekly assignments via the Assignment Tool prior to the new unit beginning on Monday to allow students to ask for clarification or pose questions concurrent with moving forward with the new material.

COMMUNICATION WITH INSTRUCTOR AND COURSE EVALUATION

The instructors are available to consult with students at any point during the semester. Please email to schedule a time. All students are expected to complete an online course evaluation at the end of the semester; feedback on course content and delivery are welcome at any point.

Week	Dates	Unit Title	Assignment Due
Pre-Work	January 11-15	Overview of the Course	By January 15th
Module I – Affordable Care Act (ACA) 101 and Health Reform			
1	January 16-22	Introduction to the ACA and MCH Financing	Sun., 1/22, 5pm
2	January 23-29	Access to Care and Assessment for MCH Populations	Sun., 1/29, 5pm
Module II – Using Implementation Science to Improve Population Health Outcomes			
3	January 30-February 5	Evidence-Based Decision Making	Sun., 2/5, 5pm
4	February 6-12	Applied Implementation	Sun., 2/12, 5pm
5	February 13-19	Implementing to Scale	Sun., 2/19, 5pm
Module III– Change Management			
6	February 20-26	Adaptive Leadership	Sun., 2/26, 5pm
7	February 27-March 5	Systems Leadership	Sun., 3/5, 5pm
8	March 6-12	Mindfulness	Sun., 3/12, 5pm
UNC Spring Break March 13-17			
Module IV – Quality in Public Health			
9	March 20-26	Quality Measurement	Sun., 3/26, 5pm
10	March 27-April 2	Defining Quality and the Quality Continuum	Sun., 4/2, 5pm
Module V – Understanding Systems and System Performance			
11	April 3-9	Systems and the 5 Rs	Sun., 4/9, 5pm
12	April 10-16	System Behavior and Causal Loops	Sun., 4/16, 5pm
13	April 17-23	Leverage Points and Systems Change	Sun., 4/23, 5pm
Module VI – Synthesis			
14	April 24 – Classes end Friday, April 28	Failing Forward Evaluation and Wrap Up - Final Projects Due 4/28	Fri., 4/28, 5pm