Course Overview

HS 449A/CHS 436A is intended to provide students with an overview of the health status of children in the U.S, the factors that determine their health trajectories, the systems of care for children, and strategies for improving children’s health. The course will provide a theoretical framework for child health that incorporates three major principles: the ecological context, social determinants and life course health development. The course will also provide an introduction to the major issues affecting the health of children in the United States and will use case studies and policy analysis concepts to guide learning and discussions.

Given several very disturbing trends in the ongoing monitoring of child health and well-being, including rising rates of disabling chronic conditions, immigration issues, substance use and mental health problems, gun violence, and health insurance issues, we will also focus on new population-based strategies to address these and other emerging threats to child health. We will describe a process of system transformation and give examples of places around the country beginning to move in this direction.

Organization of Class Discussions and Final Projects

Overall Approach
Class session will be a combination of lecture and discussion. Preparation for each class session is key and we have tried to provide you a range of resources including key articles, as well as websites and videos. We also want to encourage you to discover and share resources that you are able to find that illustrate the issues, problems and solutions we are discussing, and to seek out, assess and illuminate innovative approaches to creating new and different solution sets.

Discussion Questions
Each session will have 3 guiding questions that students should be prepared to discuss during class. Discussion questions will be posted to the course website.
Organization of Class Discussions, Assignments, Papers and Final Presentations

1) Policy Project
Working in groups of two or three, each group of students will complete one policy paper during the quarter. This paper will be broken down into two sections to help students focus on particular writing skills. This is an opportunity for students to identify and write about a public health issue that they want to explore in more depth, as well as develop skills in writing policy briefs. The two sections will build on each other. Each of the sections requires students to be well-organized and concise.

Progress DUE DATES
- Jan 10 (week 1) – Topic due by end of class
- Jan 24 (week 3) – Contact and schedule interview time with interviewee
- Jan 31 (week 4) – Literature review due
- Feb 21 (week 7) – Interview Protocol and Analysis due
- March 6 (week 9) – Final Paper due
- March 13 (week 10) – Student Presentations

Paper #1 – Literature Review (15% of final grade): You have been asked by the Los Angeles County Department of Public Health’s Maternal, Child and Adolescent Health (MCAH) Unit to help advocate for an issue of your choice in this time of budget cuts. The MCAH Unit has asked you to pick one of the following topics to explore relating to service or policy opportunities in Los Angeles. The paper should be addressed to the L.A. County Board of Supervisors and written assuming these community leaders know little about your selected issue. Develop a persuasive argument in your paper to have them address this issue above others.

The paper should contain the following items:
- A clear description of your chosen issue, including a clear lay definition.
- Rationale for why this is a topic of public health and MCAH importance for Los Angeles, including the magnitude of the problem, impact on the population, cost of the problem, ability to prevent the problem, and/or why the problem has been identified as a formally recognized priority.
- Description of why the issue selected is a public health/MCAH problem

Paper #1 should be 3-4 double-spaced pages in length, 12-point Arial or Times New Roman font with 1” margins all around. This paper is due on Friday, January 31st at noon. You must e-mail an electronic version of your paper to Kary Calderon at kmcalderon@mednet.ucla.edu by noon. Failure to e-mail the paper by noon on that day will result in 0 points for this assignment towards your final grade.

TOPICS may include, but are not limited to, the following:
- Immigration
- Gun violence
- School safety
- Bullying
- Social Media/Cyber bullying
- Vaping
- Immunizations
- Complementary/alternative practices for children
  - Ex. Use of marijuana with children
- School mental health issues
- Adolescent suicidality
- Substance Abuse
Paper #2 – Interview Protocol and Analysis Plan (15% of final grade): Building on the topic you have chosen in Paper #1, the L.A. County Board of Supervisors now wants more information on your topic and to hear from individuals from the community. Each group must interview two informants. [Note: Some faculty, community gate-keepers, and policy-makers could be considered informants.] Each group should coordinate interview questions to be able to gather enough details about your issue to include in your analysis.

Paper 2 should contain the following items:

- Interview protocol of 8-12 questions aimed at addressing the topic raised in Paper #1. The typical length of the interview with each individual should be about 20 minutes; try to keep the interview to no more than 30 minutes in respect for your interviewee’s time.
- Briefly introduce your interviewee and provide justification for why you chose to interview them.
- Attach your interview questions at the end of the paper.
- An analysis plan for examining the themes raised in each group’s interviews (developed by your group)
  - Your plan should include your method of analysis, and any themes that came from that method.

Paper #2 should be 3-4 double-spaced pages in length, 12-point Arial or Times New Roman font with 1” margins all around. This paper is due on Friday, February 21st at noon. You must e-mail an electronic version of your paper to Kary Calderon at kmcalderon@mednet.ucla.edu by noon. Failure to e-mail the paper by noon on that day will result in 0 points for this assignment towards your final grade.

Final Paper (20% of final grade): Weaving together your work on Papers #1 and #2, create your final group policy report to the Board of Supervisors for public release. The final paper must be a minimum of 10 pages and a maximum of 15 pages. Please use the following recommended structure:

1. Overview (1-2 pages)
2. Description of the context and importance of the problem (1-2 pages)
3. Description of the approach used to gain more information from individuals, including the interview protocol and analysis plan (2-3 pages)
4. Main findings from interviews (3-4 pages)
5. Discussion of a range of policy options (3-4 pages) including:
   - An analysis of any gaps in the available interventions or services and policies specifically to address the issue in the community.
   - Any services and policies you include in your paper should be specific to the Los Angeles County.
   - Recommendations for community of interventions and policies to consider and why.
   - Policy changes that can directly affect your chosen topic.

Final Paper should be 10-15 double-spaced pages in length, 12-point Arial or Times New Roman font with 1” margins all around. This paper is due on Friday, March 6 at 12 pm. Your group must e-mail an electronic version of your paper to Kary Calderon at kmcalderon@mednet.ucla.edu by noon. Failure to e-mail the paper by noon on that day will result in 0 points for this assignment towards your final grade.

**For all papers, students are expected to use appropriate, reliable data sources, and peer-reviewed literature to support their writing. Students are also expected to cite references in-text using APA style and provide a reference list at the end of each paper. Papers will be verified to assure these are appropriately made.**
3) Final group presentation (20% of final grade)

4) Online Discussion Posts (20% of final grade)
You are expected to post your response to one discussion question and respond to two other students’ posts. These discussion questions and posts can be found on the course CCLE site.

5) In-Class Participation (10% of final grade)
Each class session will be divided into a didactic portion and an interactive, discussion activity. Active participation in class will count for 20% of the grade. The class participation grade will be based in part on attendance, students’ preparation for and contribution to class discussion, and participation in responding to prompts and posting on the course interactive page. Prompts for each post will be available on the Monday of each week of class.

Extra Credit
Students will also have the opportunity to get extra credit for reporting on child health policy in the news.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Overall Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1 – Literature Review</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #2 – Interview Protocol &amp; Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Post Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Winter Quarter Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Planned</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10-Jan</td>
<td><strong>An Approach to Child Health Policy</strong></td>
<td>Topic Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alice Kuo, MD, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Understand a framework for thinking about child health that includes ecological context, social determinants and life course health development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Apply this framework to current issues facing children’s health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 2 | 17-Jan | **Family Impact / Adverse Childhood Experiences (ACEs)**  
**Alice Kuo, MD, PhD**  
**Learning Objectives**  
3. Understand the history of child development and the evolution of the “nature-nurture”  
4. Understand the implications of epigenetic for the gene-environment debate  
5. Understand the concept of resilience and its implications for child health policy  
6. Understand the influence of the family context on child health  
**Required Reading**  
| 3 | 24-Jan | **Children's Health Reform**  
**Joanna Mimi Choi, MD**  
**Lit Review (final)**  
**Interview Questions (draft)** |
| 4 | 31-Jan | **Life Course Perspectives on Health and Development**  
**Neal Halfon, MD, MPH**  
**Learning Objectives**  
1. Understand a life course health development (LCHD) approach to understanding the determinants of health  
Understand implications of a LCHD approach on health management, service delivery, and policy  
2. Understand a life course health development (LCHD) approach to understanding the determinants of health  
3. Understand implications of a LCHD approach on health management, service delivery, and policy  
**Required Readings**  
### Optional:

### Website Investigations
2. [http://www.lcrn.net](http://www.lcrn.net)

### 5  7-Feb
**Transformational Change**
Neal Halfon, MD, MPH and Peter Long, MD-CEO and President of Blue Shield of California Foundation

### 6  14-Feb
**Community Impacts on Health and Neurodevelopment**
Efren Aguilar, GIS Unit Chief

#### Learning Objectives
1. Understand how children’s physical environments affect their neurodevelopment and health
2. Become familiar with current national efforts to study and address environmental influences on children’s health.

#### Required Readings

#### Web Investigations
- **Race, Class, and Opportunity** (9:48)
  [https://www.youtube.com/watch?v=tDQrhm19Wn4&list=PL5E592DE38F250D67](https://www.youtube.com/watch?v=tDQrhm19Wn4&list=PL5E592DE38F250D67)
- **East St Louis IL. Made In USA** (57:15)
  [https://www.youtube.com/watch?v=yqiUrJPOJKw](https://www.youtube.com/watch?v=yqiUrJPOJKw)

### 7  21-Feb
**Social Determinants / Poverty**
Adam Schickedanz, MD
### Learning Objectives
1. To discuss the definition of childhood poverty, the prevalence of poverty in the United States, and its role as a risk factor for adverse health outcomes in children
2. To consider how poverty gets under the skin of poor children – the mechanism by which poverty affects lifelong health
3. To understand the limits of using the income poverty threshold as a social indicator and to consider the potential value of using social gradients and relative deprivation
4. To present a framework for evaluating child health promotion policies based on their impact on family and community economic position.

**Game**
Play Spent, the poverty simulator: [http://playspent.org/](http://playspent.org/)

**Online Post**
Post on your experience with the PlaySpent poverty simulation.

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>28-Feb</td>
<td>Climate Change Impacts on Child Health Policy</td>
<td>Priyanka Fernandes, MD</td>
</tr>
<tr>
<td>9</td>
<td>6-Mar</td>
<td>Children with Special Health Care Needs (CShCN)</td>
<td>Alice Kuo, MD, PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Learning Objectives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. To understand the health care financing challenges for children with special health care needs (CShCN)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To learn about innovative models of care for CShCN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To understand the unique challenges in advocating for CShCN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>13-Mar</td>
<td>Student Presentations</td>
<td></td>
</tr>
</tbody>
</table>