

CONTINUING EDUCATION AND DEVELOPMENT

MCH Training Program

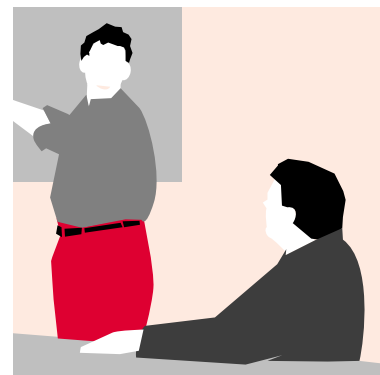
PROGRAM HISTORY AND STRATEGY

In recognition of the need to continuously build and enhance the knowledge and skills of persons caring for the maternal and child health (MCH) population, all MCH training programs, beginning with the first long-term training grants to schools of public health in 1947, have been required to provide a continuing education component. In addition to the continuing education component of these projects, the Maternal and Child Health Bureau (MCHB) has separately funded short-term continuing education training grants. The primary objective of this program is to advance the knowledge and skills of MCH professionals so that they can enhance their effectiveness in primary, secondary, and tertiary health-care delivery settings. By developing a community-based partnership of health resources and community leadership, the training program is designed to help prepare health professionals to assist children and their families in achieving their developmental potential.

PROGRAM CHARACTERISTICS

The term continuing education comprises a number of methods of formal education that may take the following forms: (1) *short-term educational experiences* that can range in length from a week to several months and that utilize either a standard curriculum or one that has been individually designed; (2) *institutes*, which usually focus on a specific topic and are marketed to a particular target audience; (3) *conferences*, which generally have a one-time curriculum intended for diverse audiences; (4) *work-*

shops, which are generally smaller and more limited in scope than conferences; (5) *task forces and work groups*, which are convened to provide guidance, models, recommendations, or consultation for new and emerging issues or methodologies; and (6) *in-service education*, which is usually designed for the employees of the sponsoring agency or, occasionally, a group of similar agencies.



In recent years, many continuing education courses have begun offering educational credit for participants.

HIGHLIGHTS

MCH Leadership Skills Training Institutes. These institutes offer continuing education and training to increase leadership skills for key management personnel in state Title V MCH programs in the United States. Each year, approximately two institutes on planning, implementing, and evaluating programs and two institutes on systems are offered to state Title V program staff members. These institutes integrate content material from both MCH and children with special health care needs programs and address general leadership and administrative skills topics.

Collaborative Office Rounds (COR). The COR program supports small discussion groups that meet at regular intervals over sustained periods of time to address the mental health aspects of pediatric care. The groups are jointly led by pediatricians and child

Present Grant Recipients

STATE	GRANTEE
AL	University of Alabama at Birmingham
CA	University of California, San Francisco
CT	Yale University School of Medicine
FL	University of South Florida University of Florida (2 grants)
IL	University of Chicago University of Illinois at Chicago (3 grants)
MA	Children's Hospital, Boston (2 grants) Boston University School of Public Health Boston Medical Center Brandeis University
MD	Johns Hopkins University (2 grants)
MI	University of Michigan
MN	University of Minnesota (2 grants)
NC	University of North Carolina at Chapel Hill
NE	University of Nebraska Medical Center
NH	Dartmouth College (2 grants)
NM	University of New Mexico
NY	University of Rochester
OH	Case Western Reserve University University of Cincinnati Children's Hospital, Columbus (2 grants)
PA	Joseph Stokes Research Institute, University of Pennsylvania
TN	Vanderbilt University University of Tennessee, Memphis University of Tennessee, Chattanooga
TX	University of North Texas
WA	Children's Hospital and Medical Center, Washington University of Washington

psychiatrists, and participants include practitioners, fellows, and residents. Although they vary in a number of ways, all groups are concerned with the day-to-day psychosocial issues that confront primary care providers serving children, adolescents, and their families.

Distance Learning. The primary objective of these distance learning projects is to enhance the reach of their continuing education offerings beyond the walls of the institutions in which they are housed. Thanks to innovations such as videoconferencing, satellite linkages, and the World Wide Web, the distance learning projects are able to reach increasingly broad audiences across states, regions, and the nation.

PROGRAM PROFILE

- In FY 1999, MCHB funded 37 continuing education programs around the country, with annual awards totaling about \$2.1 million.
- The grant awards range from \$12,000 to \$410,000 per year, with a mean award amount of \$55,130.

BIBLIOGRAPHY

U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. 1998. *Leadership Education Excellence in Continuing Education and Development: Application Guidance*. Rockville, MD: U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

