PubH 6686
Global Reproductive Health
Fall 2017

Credits:	**2**
Meeting Days:	**Online**
Meeting Time:	**Online**
Meeting Place:	**Online**
Instructor:	**Zobeida Bonilla, PhD, MPH**
TA:	**Christine Kunitz, MPH, BA**
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Office Hours:	**By appointment (in person, by phone, by Skype); send email to instructor or TA to make arrangements and coordinate meeting and meeting venue**

I.   Course Description

The purpose of this course is to examine reproductive health issues, programs, services, and policies in developed and developing countries. The course content will emphasize social, economic, environmental, behavioral, and political factors that affect family planning, reproductive health, fertility, and pregnancy outcome. The course will have three areas of focus: (1) interventions and programs to improve reproductive health; (2) the measurement and interpretation of reproductive indices (within nations and globally); and (3) policies that affect reproductive health (with an emphasis on global policies and funding).

Acknowledgements
The contents of PubH 6686 have been developed with the contributions of numerous instructors. Dr. Bonilla, the current instructor, has been involved with the updates of recent content and modifications. Former faculty/instructors, including Dr. Wendy Hellersted, the originator of this course, had a central role in its conceptual development and actual content of the current course, and is acknowledged for their contributions. Dr. Hellersted original lectures will be used during this course.

II.   Course Prerequisites

Graduate level student in public health, nursing, medicine, international studies, child development, and other social sciences and health disciplines. Students in other areas of study may be enrolled with instructor

consent. This course is a "scientific basis" course for MCH MPH students and an elective for students in the global health concentration in the SPH.

III. Course Goals and Objectives

At the completion of this course, the student should be able to:

1. Analyze a reproductive health problem relative to the public health implications and develop outlines for policy or programmatic initiatives.

2. Identify the major governmental and non-governmental agencies that make global health policy.

3. Describe the goals of programs to promote safe motherhood in low, middle, and higher income countries.

4. Understand the terminology and vocabulary used in the reproductive literature and how the meaning and importance of terms vary internationally.

5. Identify major data sources for global health that allow cross-country comparisons.

6. Appreciate the ramifications of social conditions, public policy and global financing on reproductive programs in developed and developing countries.

7. Identify trends in reproductive health relative to economic, demographic, and environmental trends in various regions of the world—and how trends in one region of the world may affect reproductive health in other areas.

IV. Methods of Instruction and Work Expectations

This course is conducted online with independent readings and completion of assignments. Each lesson contains a description of the lesson, learning objectives, and lectures; links to readings; and a list of learning activities including assignments, forum discussions, and reading summaries. Students are expected to engage actively in class discussion through the online forum where readings will be discussed.

V. Course Text and Readings

See Moodle course site for list of required and optional readings and other required and recommended materials.

VI. Course Outline/Weekly Schedule

Note: Depending on the track of the discussion I might modify the readings or provide additional readings and materials. You will be notified via email and the Q & A forum on the Moodle course site of any modifications.

Week	Lesson
9/4 – 9/10	Lesson 1. Overview of Global Reproductive Health
9/11 – 9/17	Lesson 2. Fertility and Demographic Transitions
9/18 – 9/24	Lesson 3. Social Determinants of Health
9/24 – 10/1	Lesson 4. Surveillance and Reproductive Health Inequities
10/2 – 10/8	Lesson 5. The Environment and Reproductive Health
10/9 – 10/15	Lesson 6. Natural and Human Disasters
10/16 – 10/22	Lesson 7. Global Epidemiology of Sexually Transmitted Infections
10/23 – 10/29	Week 8. HIV/AIDS
10/30 – 11/5	Lesson 9. Family Planning
11/6 – 11/12	Lesson 10. Unintended Pregnancy and Abortion
11/13 – 11/19	Lesson 11. Safe Motherhood
11/20 – 11/26	Thanksgiving week

Week	Lesson
11/27 – 12/3	Lesson 12. Adolescent reproductive health
12/4 – 12/10	Lesson 13. Final presentations
12/11 – 12/13	Lesson 14. Reproductive technologies, rented wombs, citizenship Final presentations

VII. Evaluation and Grading

The chart below outlines the work expectations. Further instructions and additional information is provided on the Moodle course site.

Activity	*Description*
Forum discussions (50 points)	Participation in class discussion on assigned readings; forum discussions are guided by questions and/or case studies
Final Poster Presentation (100 points)	Final research poster presentation on the topic of adolescent reproductive health in the global south
Final reflection paper 50 points)	8-10 page paper on the topic of reproductive health technologies

Forum discussions

The purpose of the Forum Discussions is to engage students in active discussion about the course readings and relevant topics related global reproductive health. Active engagement in class discussions is expected. Forum discussions will be guided by key questions or case scenarios related to the readings. There are 8 forum discussions in this course as follow:

- Discussion 1: Health Status in the Global South (5 pts.)
- Discussion 2: The pursuit of health equity: when culture and evidence-based public health clash (5 pts)
- Discussion 3: Country Profile and Reproductive Health Indicators (10 pts.)
- Discussion 4: Fertility and the Environment (5 pts.)
- Discussion 5: Brief newsletter article on the burden of sexually transmitted infections (10 pts)
- Discussion 6: AIDS-free generation (5 pts)
- Discussion 7: Unintended pregnancy and abortion in the Global South (5 pts.)
- Discussion 8: Safe-motherhood: the story that numbers tell (5 pts.)

Late work policy

Note that 1 point per week that your work is late will be deducted from your score.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A   4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A-   3.667

B+   3.333

B   3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B-   2.667

C+   2.333

C   2.000 - Represents achievement that meets the course requirements in every respect

C-   1.667

D+   1.333

D   1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S   Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: *for courses that do <u>not</u> involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services.   While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.