

**PubH 6605-01**  
**Perinatal and Reproductive Health**  
**Half Semester Spring 2017**

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<b>Credits:</b>	<b>2</b>
<b>Meeting Days:</b>	<b>Tuesdays and Thursdays from January 17 (Tues) through March 6 (Tues), 2017</b>
<b>Meeting Time:</b>	<b>1:25 – 3:20 p.m.</b>
<b>Meeting Place:</b>	<b>Mayo A110</b>
<b>Instructor:</b>	<b>Ruby Nguyen, Ph.D.</b>
<b>Office Address:</b>	<b>West Bank Office Bldg, 1300 S. 2<sup>nd</sup> Street, Suite 300</b>
<b>Office Phone:</b>	<b>(612) 626 - 7559</b>
<b>Fax:</b>	<b>(612) 624 - 0315</b>
<b>E-mail:</b>	<b>Nguyen@umn.edu</b>
<b>Office Hours:</b>	<b>By appointment</b>

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**I. Course Description**

This course will provide current multidisciplinary knowledge on population-based reproductive, pregnancy and newborn health outcomes; topics relate to established public health policy and programs, or the need for such policy and programs. Consistent with history of similar courses, and the underrepresentation of women's health study, emphasis will be placed on women's and pregnancy health, however, topics involving men and other genders will be explored. Material for the course will be divided nearly equally between epidemiologic content and public health practice.

**II. Course Prerequisites**

Public health graduate student; graduate student in another program; or instructor's consent.

**III. Course Goals and Objectives**

The course objectives are as follows:

- Understand, and to be able to effectively utilize, reproductive and perinatal terminology as it relates to the practice of public health practice and research.
- Identify, and to a limited degree analyze, the distribution of reproductive and perinatal health indicators for the U.S., and globally, while also identifying the strengths and limitations of surveillance systems.
- Describe the essential framework and goals of public health interventions aimed at reducing poor reproductive and perinatal outcomes, and in doing so, to outline the need for program evaluation.

In achieving these course objectives, the following maternal & child health competencies will be achieved, in part, in this course:

- Understand the ethical implications of health disparities in MCH populations and have the ability to propose strategies to address them.
- Assess the effectiveness of an existing health program for specific MCH population groups.
- Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policies, and conduct research or training.
- Develop strategies, including the use of supportive evidence, to develop public health policies and programs.

#### IV. Methods of Instruction and Work Expectations

Methods of Instruction:

- Lectures from the instructor; guest lectures; video presentations; and video material.

Student Work Expectations:

- Readings for class should be completed after the corresponding lecture; assignments should be completed according to the due dates described in this syllabus; and students should participate in course-relevant discussions, either through in-class discussion or out-of-class discussion with the instructor or other students.

#### V. Course Text and Readings

There is no required textbook for this course. In lieu of a textbook, assigned readings are required and students should complete these following each class period. Course assessments will incorporate the knowledge presented in course readings, which may be separate than information presented in class through the various modes of instruction.

#### VI. Course Outline/Weekly Schedule

Please see the end of this syllabus for the detailed course schedule, which contains assigned readings and the due dates of the course evaluations. The Moodle course site will also replicate the course schedule presented in the syllabus. Students are required to be familiar with the course schedule.

#### VII. Evaluation and Grading

There are a total of 1,000 points for this course. This is a graduate-level course and therefore in order for a student to successfully pass this course, they must complete each of the following evaluations.

**Online Moodle Quiz (2 quizzes, 20% each; total contribution to final grade, 40%):** There will be two quizzes in this course. Both quizzes will be online in the course Moodle site and will cover the entire class session. Students will be provided a written piece of evidence (e.g., a journal article) and then asked to answer the quiz questions, while incorporating knowledge from previous lectures and readings from the course. Quizzes will be administered on **Thursday, February 9** and **Thursday, March 2**.

**Letter-to-the-Editor for a Peer-Reviewed Journal (25%):** Students will write a letter to the editor conforming to the requirements of the American Journal of Public Health, which are: No more than 400 words, seven references, with a single table/figure/image. **Due on Thursday, February 2 via Moodle by 1:20 PM.**

**Health Issue and Program Evaluation Fact Sheet (25%):** Each student will produce a 1 – 2 page fact sheet intended for the general public that addresses a reproductive or perinatal health issue and the following: 1) a public health intervention that has positively impacted the health issue; and 2) population or individual-level steps necessary to address the health issue into the future. **Due on Thursday, February 23 via Moodle by 1:20 PM.**

**Final Presentation (10%):** Students will present either their letter-to-the-Editor or fact sheet on the last day of class, **Tuesday, March 6**.

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 CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). 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](http://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](http://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](http://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](http://onestop.umn.edu).

**Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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](mailto: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 not 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.

*Template update 9/2014*

# PubH 6605: Perinatal and Reproductive Health

Tuesdays and Thursdays  
January 17, 2017 – March 6, 2017  
1:25 – 3:20 PM

## Class Schedule

### **Week 1 : An Introduction to Reproductive and Perinatal Health**

***Tuesday, January 17***

Lecture: Reproductive life-course and critical periods for public health intervention

***Thursday, January 19***

Lecture: Why are pre-conception & perinatal exposures and outcomes important?

### **Week 2: Contraception, unintended pregnancy and abortion**

***Tuesday, January 24***

Lecture: Contraception and its safety

***Thursday, January 26***

Lecture: Epidemiology of unintended pregnancy and abortion policies

### **Week 3: Infertility and sexually transmitted infections during pregnancy**

***Tuesday, January 31***

Lecture: Fecundability and pregnancy loss

***Thursday, February 2***

Lecture: Infections in pregnancy and potential outcomes

**Letter-to-the-Editor due via Moodle by 1:20 PM**

### **Week 4: Pre-conception and pregnancy behaviors**

***Tuesday, February 7***

Lecture: Pre-conception health and pregnancy outcomes; public health programs addressing alcohol and drug use in pregnancy

***Thursday, February 9***

**Quiz 1**

### **Week 5: Preterm delivery and low birth weight**

***Tuesday, February 14***

Lecture: Risk factors associated with poor pregnancy outcomes

***Thursday, February 16***

Lecture: Neonatal and infant health subsequent to preterm birth or low birth weight

### **Week 6: Women's mental health during pregnancy & postpartum**

***Tuesday, February 21***

Lecture: Epidemiology of pregnancy and postpartum depression

***Thursday, February 23***

Lecture: Effects of perinatal depression on the family

**Health Program Evaluation Fact Sheet due via Moodle by 1:20 PM**

**Week 7: The role of men and fathers**

***Tuesday, February 28***

Lecture: Men's reproductive health; interventions to improve men's pre-conception health and behaviors during pregnancy & the prenatal period

***Thursday, March 2***

**Quiz 2**

**Week 8 : Synthesis of Knowledge**

***Tuesday, March 6***

**Student presentations**