

MHCH 716: International Family Planning and Reproductive Health

Course Syllabus: Spring 2016

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MEASURE Evaluation Office,
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Credit: 3 semester hours

Time: Wednesday 11.15am – 2.15pm

Location: Hooker 03

Course Description:

This course will provide an overview of the critical issues in international family planning and reproductive health, including major theoretical frameworks, patterns and trends over time, and family planning and reproductive health program development. We will trace the evolution of the field from its demographic roots through the current expansion to a broader reproductive health perspective. The main theoretical models to explain the determinants of fertility and reproductive mortality and morbidity will be presented. Demographic data will be used to describe the trends and patterns of family planning and reproductive health within the global context. The development of population, family planning and reproductive health programs through the last four decades, along with the more recent focus on the field within the context of health and human rights, will be discussed.

Course objectives:

By the end of this course students will be able to:

- Use conceptual frameworks to analyze reproductive health and family planning issues and their relationship to population and health with a focus on low and middle income countries (LMICs).
- Interpret international population data and indicators to assess the family planning and reproductive health context of a country.
- Apply demographic approaches to study and evaluate reproductive health and family planning outcomes in adolescents and adults globally.

- Analyze the history and influence of global programs on international family planning and reproductive health programs.
- Recognize and discuss the intersection of reproductive health and human rights

The course will help students gain MCH Public Health Competency in the following areas:

Communication and Informatics: Demonstrate effective written and oral health communication skills appropriately adapted to professional and lay audiences with varying knowledge and skills in interpreting health information; Engage in collective information sharing, discussion and problem solving.

Leadership: Develop knowledge of one’s individual strengths and challenges, as well as mechanisms for continued personal and professional development.

Professionalism & Ethics: Apply evidence-based concepts in public health decision-making; Consider the effect of public health decisions on social justice and equity.

Diversity & Cultural Competency: 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, sexual orientation, region, and social class).

Program Planning: Discuss social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.

Format of course:

One 3-hour class per week. Classes will consist of a mix of lectures, group exercises, and discussions. There will be occasional guest lectures from experts in the field. Students are expected to participate actively in class discussions and activities. There will be one 10-15 minute break during each class.

Grading Rubric:

In general, we believe that everybody can improve no matter where they are now but they will not improve if nobody tells them where the areas for improvement are. Therefore, we try to provide honest and constructive feedback based on the evaluation criteria for the assignment and based on where a student is in their individual learning.

We use a wide range of percentage scores when grading. These should be interpreted as follows:

Percentage range	Grade	Comments
90-100%	H	Outstanding.
85-89%	H-	Excellent.
75-84%	P+	Good Pass. Upper end of where students are expected to be.
65-74%	P	Pass. Some areas for growth but within expected range
60-64%	P-	Pass. Several areas need improvement.

50-59% L Low Pass. Need to improve performance.
0-49% F Problem. Don't expect to give any of these.

Also, + and – are used in this class for your own learning but do not appear on the final grade submitted to the graduate school. Therefore, as long as the grade is a P or an H, we are more concerned about individual growth and learning than about the absolute grade.

Late Assignment Policy

Extensions to printed deadlines will not be granted except in extenuating circumstances. For every 24 hours late, 5 points will be subtracted from the grade.

Resubmission Policy

We encourage students to resubmit an assignment if they get an L, but it is not required. If a student gets an L and resubmits a paper we will re-grade it and a revised grade will be received that will count toward the final grade. However, the revised grade will not exceed 70% (P). If a student gets an L they should discuss their paper with the instructor who graded it within a week of receiving their grade (unless the instructor is not available due to travel etc.) and agree on a resubmission date if they elect to resubmit the paper.

Students who receive a P- may also wish to redo the paper for their own learning at their convenience and we will provide feedback but we do not formally re-grade the paper or revise the grade. The timeline for receiving feedback on the revised paper from the instructor will depend on work load at the time that the revised paper is submitted.

Readings:

Readings for each specific session are listed on Sakai with hotlinks wherever possible. In 2012 *The Lancet* released a series of reading on family planning to coincide with the London Summit on Family Planning. These are required for the course overall, and are as follows:

Articles:

Ahmed, S., Li, Q., Liu, L. & Tsui, A.O. 2012, "Maternal deaths averted by contraceptive use: an analysis of 172 countries", *The Lancet*, vol. 380, no. 9837, pp. 111-125

Canning, D. & Schultz, T.P. 2012, "The economic consequences of reproductive health and family planning", *The Lancet*, vol. 380, no. 9837, pp. 165-171

Cleland, J., Conde-Agudelo, A., Peterson, H., Ross, J. & Tsui, A. 2012, "Contraception and health", *The Lancet*, vol. 380, no. 9837, pp. 149-156

Cottingham, J., Germain, A. & Hunt, P. 2012, "Use of human rights to meet the unmet need for family planning", *The Lancet*, vol. 380, no. 9837, pp. 172-180

Ezeh, A.C., Bongaarts, J. & Mberu, B. 2012, "Global population trends and policy options", *The Lancet*, vol. 380, no. 9837, pp. 142-148

Related Commentaries:

Bartram, J., Elliott, M. & Chuang, P. 2012, "Getting wet, clean, and healthy: why households matter", *Lancet*, vol. 380, no. 9837, pp. 85.

Carr, B., Gates, M.F., Mitchell, A. & Shah, R. 2012, "Giving women the power to plan their families", *The Lancet*, vol. 380, no. 9837, pp. 80-82.

Gilmore, K. & Gebreyesus, T.A. 2012, "What will it take to eliminate preventable maternal deaths?", *The Lancet*, vol. 380, no. 9837, pp. 87-88.

Habumuremyi, P.D. & Zenawi, M. 2012, "Making family planning a national development priority", *The Lancet*, vol. 380, no. 9837, pp. 78-80.

Horton, R. & Peterson, H.B. 2012, "The rebirth of family planning", *Lancet*, vol. 380, no. 9837, pp. 77-6736(12)61026-5. Epub 2012 Jul 10.

O'Neill, B.C., Liddle, B., Jiang, L., Smith, K.R., Pachauri, S., Dalton, M. & Fuchs, R. 2012, "Demographic change and carbon dioxide emissions", *The Lancet*, .

Osoimehin, B. 2012, "Family planning save lives, yet investments falter", *The Lancet*, vol. 380, no. 9837, pp. 82-83.

Van Braeckel, D., Temmerman, M., Roelens, K. & Degomme, O. 2012, "Slowing population growth for wellbeing and development", *The Lancet*, vol. 380, no. 9837, pp. 84-85.

Assignments:

There will be three assignments. Brief descriptions of the assignments are given below. Further details will be distributed 3-4 weeks before the due date.

Assignment 1 (35%). Length 5-6 pages: Prepare a briefing paper comparing the fertility and family planning situation OR the maternal health situation in the country you selected for your class exercises based on available survey data. Assume the audience for this paper would be national policy and program decision-makers (e.g. Ministry of Health).

Due Date: February 24, 2016

Assignment 2 (30%). Length 6-8 pages: You will be given two controversial statements related to international reproductive health policy. Choose one statement for the assignment. For the first part of the assignment prepare an inventory of arguments (a bulleted list) in support of the statement you choose, and an inventory of arguments in opposition to the statement. These “for” and “against” inventories should be based on the literature and available data (make sure you cite these in your list). For the second part of the assignment, use this “for” and “against” list to prepare a personal position statement describing and justifying your own position on the statement you choose.

Due Date: March 30, 2016

Assignment 3 (35%). This is a group-based assignment. Each group (of 3-4 people based on common topic interest) will select a topic in international family planning or reproductive health of interest to you. Assume that that you have been asked to prepare a briefing for a technical meeting on the topic. The audience will be composed of people with a public health background, but without expertise on this particular topic. The briefing will consist of a presentation of 25 minutes and a 3 page memo. The briefing should be evidence-based.

Due Date: April 20 or 27, 2016 depending on when you sign up

**MHCH 716: International Family Planning and Reproductive Health
Course Summary: Spring 2015**

Date	Session Title	Instructor
Jan 13	Introduction to the Class and Class Logistics; Health and social implications of population dynamics and fertility.	Shelah Bloom Siân Curtis
Jan 20	Core concepts in Family Planning and Reproductive Health I : Data Sources & Measurement	Siân Curtis
Jan 27	Core concepts and Measurement Issues in Family Planning	Siân Curtis
Feb 3	Core concepts in Reproductive Health II: Frameworks, data collection methods and data quality	Shelah Bloom
Feb 10	Proximate Determinants of Fertility	Siân Curtis
Feb 17	Cairo to London: Family Planning to Reproductive Health and Back?	Siân Curtis
Feb 24	Public Health & Human Rights: Development and applied to GBV & HIV	Shelah Bloom
Mar 2	Abortion: programmatic context	Chinelo Okigbo
Mar 9	GBV in international programmatic context	Shelah Bloom
Mar 16	SPRING BREAK	
Mar 23	Gender in Family Planning & Reproductive Health Programs and Policy	Mary Kincaid
Mar 30	Gender and M&E: Determining how gender is addressed in health programs	Shelah Bloom
Apr 6	Human rights context of abortion internationally	Jina Dhillon
Apr 13	Very low Fertility	Philip Morgan
Apr 20	China's One Child Policy Student Presentations	Yong Cai
Apr 27	Student Presentations	