

**MHCH 680**  
**GLOBAL SEXUAL AND REPRODUCTIVE HEALTH**  
**Spring 2017**

Department of Maternal and Child Health  
Gillings School of Global Public Health  
The University of North Carolina at Chapel Hill

Instructor: Dorothy Cilenti, DrPH, MPH, MSW [cilenti@email.unc.edu](mailto:cilenti@email.unc.edu)

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Time & Place: Monday, 5:45 – 7:05 pm, Room 1301 McGavran-Greenberg  
TIMELINESS IS ESSENTIAL. PLEASE PLAN TO ARRIVE IN PLENTY OF  
TIME TO BE SEATED.

Instructor's

Office Hours: By appointment only. Office in Rosenau 402A. Contact instructor at:  
[cilenti@email.unc.edu](mailto:cilenti@email.unc.edu) or (919) 843-5427.

Credit: 1 credit hour. No prerequisites. The current default is for a graded course. The default grade for **graduate students** will be “P” if all basic requirements are met. Graduate students who wish to be eligible for a grade of “H” can submit a 10-page paper rather than the 2-page reflection paper. **Undergraduates** are eligible to take the course Pass/Fail if they have a total of no more than 4 credit hours of P/F for the semester and are registered for a minimum of 9 hours of graded coursework. Undergraduates who want to be considered for an “A” must complete a 5-page research-based paper instead of the 2-page reflection paper. Grades of “H” or “A” are **not guaranteed** for those who write the longer papers; as always, grades depend on the quality of the work submitted. For details about the written assignments, please see “Course Requirements” below.

**Undergraduates:** To change your status to P/F for this class, you need to get permission from your academic advisor or Dean of your division. We have no information about this process except to refer you to the website:  
<http://advising.unc.edu/policies-and-procedures/registration/passfail>  
Your academic advisor should be able to assist you if the information on the website is not adequate. Be aware that you must meet the specified deadlines for requesting P/F status.

Format: This class will be a lecture series by experts in key areas of global sexual and reproductive health. Presentation styles will vary according to lecturers' preferences; most sessions will have a single lecturer, but a few classes will have dual speakers or panel discussions. No readings will be assigned in advance of the lectures, but the biosketch or CV for each lecturer and PowerPoint slides or any other materials received from speakers will be posted on the course Sakai site. Students' primary responsibilities are regular and prompt attendance, full and courteous attention to the speakers, and active participation in the time allowed for questions and discussion. Because the class is large and time will be very limited, you may not always have a chance to ask questions of the speakers. Please feel free to send any questions to the Instructor or Teaching Assistant after a lecture. We will compile and summarize any questions, send them to the speakers, and post responses on Sakai.

## Course Objectives:

At the completion of this course, students should:

- 1) Understand the varying definitions of sexual and reproductive health as defined by different stakeholders;
- 2) Appreciate the dimension and importance of key sexual and reproductive health issues and their differential impact globally;
- 3) Have knowledge of evidence-based interventions, programs, and policies to address these concerns;
- 4) Be familiar with local experts, government agencies, and nongovernmental organizations as major global health resources; and
- 5) Be able to utilize the concepts and knowledge from the class to reflect on personal experience and formulate educational and career objectives in global sexual and reproductive health.

## Course Description:

Global health has achieved high visibility and a high level of student (undergraduate, graduate, and professional) interest due to its intrinsic importance for population well-being in an era of globalization and interconnectedness; the increase and growing awareness of risk from emerging infectious diseases; security concerns arising from global climate change and natural catastrophes, as well as military conflict and extrastate violence; and basic humanitarian concerns and the understanding that global inequalities pose threats to health at every level.

The World Health Organization (WHO) defines **Reproductive Health** as “a state of physical, mental, and social well-being in all matters relating to the reproductive system at all stages of life. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when, and how often to do so. Implicit in this are the right of men and women to be informed and to have access to safe, effective, affordable, and acceptable methods of family planning of their choice, and the right to appropriate health-care services that enable women to safely go through pregnancy and childbirth.”

**Reproductive Health Care** is defined as “the constellation of methods, techniques, and services that contribute to reproductive health and well-being by preventing and solving reproductive health problems.”

Significantly, WHO includes **Sexual Health** in the scope of reproductive health and health care. As of 2002, the WHO working definition of sexual health was “a state of physical, emotional, mental and social well-being. In relation to sexuality, it is not merely the absence of disease, dysfunction, or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.”

Reproductive and sexual health are central aspects of public health and quality of life, but the definitions of problems and strategies to eradicate and improve them tend to vary according to political, social, and cultural issues. Changes and trends in terminology, funding streams, and programmatic and policy priorities are often puzzling to students and observers of the field. UNC

Chapel Hill is extremely fortunate to have the expertise not only of full-time faculty at the School of Public Health, but the additional resources of multiple adjunct faculty members in Maternal and Child Health as well as the other Departments. Federal agencies such as the National Institute of Environmental Health Sciences (NIEHS) of the National Institutes of Health (NIH) as well as many international nongovernmental organizations (NGOs) that focus on reproductive and sexual health have their headquarters in the Research Triangle with strong relationships to UNC and many opportunities for students. This course will utilize UNC faculty and cooperative relationships to bring a series of stimulating lectures to students interested in sexual and reproductive health topics. Each lecturer will be speaking from her/his own assessment of the scientific and practice-based evidence. There has not been any attempt to standardize their approaches, and we hope that students will identify and interrogate differences in interpretation and opinion as part of the learning experience of the course. We have made every attempt to prevent repetition, but you can expect to have certain concepts reinforced by more than one speaker.

The class has no prerequisites, and it was designed to extend a learning opportunity to all interested graduate and undergraduate students. The course will be an introduction to public health for some students, while others may be engaged in doctoral research on related topics. The lecturers are aware that the class will include students with highly variable backgrounds and knowledge bases. Their goal will be to make their presentations accessible to students with limited prior knowledge but still interesting and challenging to students with more advanced mastery of the topics.

#### Course Competencies:

##### Communication and Informatics

- 1) Students will demonstrate effective written and oral communication skills
- 2) Students will use information technology tools effectively

##### Diversity and Cultural Competency

- 1) Students will demonstrate awareness of and sensitivity to varied perspectives, norms and values of others based on individual and ethnic/cultural differences
- 2) Students will show effective and productive skills in working with diverse individuals

##### Leadership

- 1) Students will exercise productive organizational, time-management and administrative skills
- 2) Students will develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development

#### Professionalism and Ethics

- 1) Students will appreciate the need for lifelong learning in the field of public health
- 2) Students will consider the effect of public health decisions on social justice and equity

#### Program Planning

- 1) Students will understand social, behavioral, environmental and biological factors that contribute to specific individual and community health outcomes
- 2) Students will identify needed resources for public health programs or research

#### Systems Thinking

- 1) Students will identify characteristics of global health systems
- 2) Students will understand the importance of addressing public health needs within their appropriate contextual setting.

### Course Requirements:

#### **ATTENDANCE**

Regular and prompt attendance are **absolute and core** requirements for the course. We will not have time for extensive introductions in class, so please review lecturers' biosketches or CVs on the Sakai site before each session. PowerPoint slides or other materials will also be posted, and you may want to review them before class and/or refer to them after the lecture. If you miss a class, always be sure to review the lecture materials on the course website.

#### **MAKE-UP ASSIGNMENTS**

You are expected to come to every class on time, stay until the end of the class, and be courteous and attentive during all presentations. We will take attendance in every class. **ALL ABSENCES AFTER THE FIRST SESSION ON JANUARY 23, REGARDLESS OF REASON, REQUIRE A 2-PAGE MAKE-UP ASSIGNMENT WHICH MUST BE SUBMITTED ELECTRONICALLY BEFORE THE BEGINNING OF THE SUBSEQUENT CLASS MEETING.** Make-up assignments can be found online and should be **submitted on Sakai**. Failure to submit any make-up assignments by the deadline will result in failure of the class. Make-up assignments are required for anyone who is absent, regardless of reason or grading option. If emergency situations cause you to miss more than 2 classes during the semester or to submit make-up assignments later than expected, please contact the instructor as soon as possible to make appropriate arrangements.

**REFLECTION PAPER (requirement for undergraduates who are taking the class Pass/Fail or choosing to receive a grade of "B" and graduate students who are choosing to receive a grade of "P").**

2 double-spaced, typed pages, 12-point font, 1-inch margins on all sides. Number pages on the **bottom center** of each page. Do not attach a separate title page, but please put your name, PID number, date submitted, and student status (undergraduate or graduate, and year of matriculation, e.g., 1-5). You are not

expected to do additional research or cite references for this paper; the class lectures should be sufficient to inform your discussion. **SUBMIT on Sakai by start of class on Monday, April 24, 2017.**

**Topic :** Using the WHO definitions of sexual and reproductive health, discuss (1) the importance of sexual health care for prospective parents, and (2) the relevance of reproductive health care for women and men who choose not to become biological parents.

### **ADDITIONAL PAPER FOR STUDENTS WHO ARE SEEKING A GRADE OF “A” or “H”**

All graduate students must take this class for a grade (H/P/LP/F) if the credit is needed for graduation. If you do not need the credit to count towards your requirement for graduation, you must contact The Graduate School to request to take the course on a P/F basis. Undergrads have the option of taking the class either for a grade or Pass/Fail. If you take this class for a grade and want to get an “H” or an “A”, then you must complete a longer paper **instead of** the 2-page reflection paper. If you are a graduate student taking the course for a grade and you are content with a grade of “P” (not the Pass/Fail “P”) **OR** if you are an undergraduate satisfied with a “B”, then you do NOT need to write the longer paper. In that case, you are required only to write the reflection paper and any necessary make-up assignments.

### **INSTRUCTIONS AND TOPIC FOR UNDERGRADUATE GRADED PAPER:**

The paper should be 5 pages in length, with a 12-point font, and 1-inch margins on all sides. **SUBMIT on Sakai by start of class on Monday, April 24.** In addition to your name and PID number, include your undergraduate status, your year in school, and your majors/minors at the top of the first page. Do not include a separate cover page.

List references used on a separate, unnumbered page (all other text, including diagrams or illustrations must be included in the 5-page limit), and include at least 3 scholarly references (refereed journal articles or books) in addition to Internet or other popular media sources.

**TOPIC:** What is the impact of violence on sexual and reproductive health, globally or in a particular country of interest to you? What health outcomes are affected by violence, and through what causal pathways does (1) intimate partner violence and (2) social or cultural violence contribute to these outcomes?

### **INSTRUCTIONS & TOPIC FOR GRADUATE AND PROFESSIONAL GRADED PAPER**

The paper should be 10 pages in length, with a 12-point font, and 1-inch margins on all sides. **SUBMIT on Sakai by start of class on Monday, April 24.** In addition to your name and PID number, include your graduate degree program/Department and your year in the graduate program at the top of the first page. Do not include a separate cover page.

List references used on a separate, unnumbered page (all other text, including diagrams or illustrations must be included in the 10-page limit), and include at

least 6 scholarly references (refereed journal articles or books) in addition to Internet or other popular media sources.

**TOPIC:** Discuss the importance of civil society in determining reproductive and sexual health status, public policies and intervention approaches for improving sexual and reproductive health, and barriers and facilitating factors for implementing those policies and practices. State your definition of civil society (there are many, and no particular definition is correct), and choose at least one country and one sexual and reproductive health issue to illustrate the impact of civil society. Countries described and compared can be either developing countries or the US or other industrialized nations.

All students are expected to complete an online course evaluation during the last 2 weeks of class.

## CLASS SCHEDULE

1. January 23 Perspectives on Reproductive Rights  
Laura Villa-Torres, PhD Candidate
2. January 30 What's Gender Got To Do With It?  
Constance Newman, MPH
3. February 6 Safe Abortion and Postabortion Care  
Dr. Anu Kumar
4. February 13 Contraception and Family Planning  
Dr. Herbert Peterson
5. February 20 Environmental Impact on Sexual and Reproductive Health  
Kristen Upson, PhD
6. February 27 Obstetric Fistula  
Sarah Wilson, PhD
7. March 6 Breastfeeding and Reproductive Health  
Catherine Sullivan
8. March 13 Spring Break-No Class
9. March 20 Role of Sexually Transmitted Infections in Reproductive Health  
Dr. Gretchen Stuart
10. March 27 Improving Outcomes for High-Risk Women and Babies in Africa  
Dr. Rohit Ramaswamy
11. April 3 Infant Survival and Neonatal Care  
Dr. Carl Bose
12. April 10 Workforce Issues in Sexual and Reproductive Health  
Maureen Corbett, MIA
13. April 17 MANDATE-Maternal and Neonatal Assessment of Technology  
Dr. Doris Rouse
14. April 24 Monitoring and Evaluation in Sexual and Reproductive Health  
Dr. Sian Curtis

April 24 DEADLINE: REFLECTION PAPER or ADDITIONAL PAPER FOR THOSE  
SEEKING A GRADE OF "A" or "H" Submit via Sakai before start of class