

MHCH 680
GLOBAL SEXUAL AND REPRODUCTIVE HEALTH
Spring 2018

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

Instructor: Ilene S. Speizer, PhD, ilene_speizer@unc.edu

Teaching Assistant: Kirsten Miner, kpminer@live.unc.edu

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 SPH in Rosenau 405 and at the Carolina
Population Center. Contact instructor at: ilene_speizer@unc.edu for
appointment

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; the default grade for **undergraduate students** will be a “B” 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 at the
end of the semester. **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 at the end of the semester. 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/pass-fail/>
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 either before or after the lecture. 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. **To assure respect for the speakers, there will be no use of computers or cell phones during the lectures.**

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 Cultural Competence

- 1) Students will demonstrate effective written and oral communication skills
- 2) Students will be able to describe the importance of cultural context for sexual and reproductive health
- 3) Students will demonstrate awareness of and sensitivity to varied perspectives, norms and values of others based on individual and ethnic/cultural differences

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 global sexual and reproductive 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 22, 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 related to each session 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, degree program, and intended year of graduation). 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 23, 2017.**

TOPIC : In a country of your choice, imagine you are working with a stakeholder from an area outside of sexual and reproductive health (e.g., environment, education, economy, and/or health system strengthening). Describe how you would persuade this stakeholder on the importance of sexual and reproductive health programming to address his/her area of focus. (Be sure to clarify in your paper the type of stakeholder you are persuading.)

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 can 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 double-spaced 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 23.** 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 in a particular country of your choice? 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 double-spaced 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 23.** 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: Consider an area or an underserved population in sexual and reproductive health that was not covered (or only briefly covered) in this class and provide: a) a strong rationale for why this topic should be a priority for policy makers and program managers; b) information on what programs or approaches to date have addressed this area or population and which ones have evidence to support their implementation; and c) a proposed strategy to undertake programming in this area or for this population. It might be easier to choose a specific country or location that you use for your write up. Note: if you want to check with the instructor or TA on your underserved population or area before writing your paper, you can see us before or after class or send us an e-mail.

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

Global Sexual and Reproductive Health Class Schedule

1. January 22 Overview of Sexual and Reproductive Health
Ilene Speizer, UNC
2. January 29 Abortion: A Public Health and Human Rights Challenge
Anu Kumar, Ipas
3. February 5 Abortion Access and Barriers to Access and Use in the U.S.
Amy Bryant, UNC
4. February 12 Panel: New Contraceptive Technologies – And for Men Too!
Moderator: Roy Jacobstein, IntraHealth International
Presenter: Kavita Nanda, FHI360
Presenter: David Sokal, Male Contraceptive Initiative
5. February 19 Increasing Access to FP through Alternative Sources/Distribution
Systems
John Stanback, FHI360
6. February 26 Addressing Global Gender Inequities in SRH
Wendee Wechsberg, RTI
7. March 5 Obstetric Fistula
Melissa Watt, Duke
8. March 12 Spring Break-No Class
9. March 19 Bioethics and Women’s Sexual and Reproductive Health
Annie Lyerly, UNC
10. March 26 Menstrual Hygiene: Not a Disease but Certainly Neglected
Lucy Wilson, FHI360
11. April 2 Movie on relevant topic
Shoshana Goldberg, UNC
12. April 9 Breastfeeding and the First 1000 Days
Aunchalee Palmquist, UNC
13. April 16 STI/HIV/LARCs an Evolving Context
Jennifer Tang, UNC
14. April 23 Adolescents/Orphans and HIV/SRH
Winnie Luseno, PIRE

April 23 DEADLINE: REFLECTION PAPER or ADDITIONAL PAPER FOR THOSE
SEEKING A GRADE OF “A” or “H” Submit via Sakai before start of class