Syllabus
MHCH 680: Global Sexual and Reproductive Health
Spring 2020
1 Credit | Residential

Course Description

Featuring international experts from UNC-Chapel Hill and Triangle-based nongovernmental organizations, this course will offer a series of lectures, discussions, and engaged input to inform students' critical thinking on key public health issues in global sexual and reproductive health.

Prerequisites: None.

Instructor

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Teaching Assistant

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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.

Course Website: https://sakai.unc.edu/welcome/. Use your ONYEN and password.

Class Days, Times, Location: Monday, 5:45 – 7:05 pm, McGavran-Greenberg 2306
TIMELINESS IS ESSENTIAL. PLEASE PLAN TO ARRIVE IN PLENTY OF TIME TO BE SEATED.

Course Overview

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 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 sexual and reproductive health;

4) Be familiar with local experts, government agencies, and nongovernmental organizations as major sexual and reproductive 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 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.**

Readings

REQUIRED READING: There is only one required reading for this class but speakers are being asked to suggest readings for their sessions that can be used to expand your knowledge on a specific topic. The following 2018 paper is an excellent overview of Global Sexual and Reproductive Health issues that relates to the class generally.

> Starrs AM, Ezeh AC, Barker G, et al., (Guttmacher-Lancet Commission). Accelerate progress – sexual and reproductive health and rights for all: Report of the Guttmacher-Lancet Commission. Lancet. 2018; 291: 2642-92. https://doi.org/10.1016/S0140-6736(18)30293-9.

SUGGESTED READINGS: See suggested readings document that will be updated as we receive more information.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics and speakers dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see below.

Date/ Session	Topic/Speaker
January 13	Overview of Sexual and Reproductive Health (SRH) Ilene Speizer, UNC
January 20	NO CLASS *(Martin Luther King, Jr. Day)*
January 27	Refugee SRH Dalia Brahmi, MOSAIC Comprehensive Care
February 3	From the MDGs to the SDGs: Continued strengthening of sexual and reproductive health, with priority on adolescents and youth Jean Christophe Fotso, Abt Assoc. and EVIDAH
February 10	LGBTQ+ Issues Shoshana Goldberg, Williams Institute, UCLA
February 17	New FP Technologies Including Male Methods Kavita Nanda, FHI360 Logan Nickels, Male Contraceptive Initiative
February 24	Understanding How Syndemics Impact Sexual and Reproductive Health in South Africa Courtney Peasant Bonner, RTI
March 2	Safe Abortion in Humanitarian Settings Bill Powell, Ipas
March 9	NO CLASS *(Spring Break)*
March 16	Abortion: A Public Health and Human Rights Challenge Kathryn Andersen, Ipas
March 23	Breastfeeding and the First 1000 Days Aunchalee Palmquist, UNC
March 30	Abortion Access and Barriers to Access and Use in the U.S. Amy Bryant, UNC
April 6	Menstrual Hygiene: Not a Disease but Certainly Neglected Lucy Wilson, Independent Consultant
April 13	Gender Issues and SRH in South Asia Jessica Fehringer, UNC
April 20	Self-Care for Global SRH Donna McCarraher, FHI 360 **DEADLINE:** REFLECTION PAPER or LONGER PAPER FOR THOSE SEEKING A GRADE OF "A" or "H." *Submit via Sakai before start of class.*

Course Requirements

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.

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 13, **REGARDLESS OF REASON**, REQUIRE A 2-PAGE MAKE-UP ASSIGNMENT WHICH MUST BE SUBMITTED ELECTRONICALLY BEFORE THE BEGINNING OF THE SUBSEQUENT CLASS MEETING. See details of make-up assignment in appendix.

FINAL ASSIGNMENT

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"). *See details for final Reflection Paper in the appendix.*

PAPER FOR STUDENTS WHO ARE SEEKING A GRADE OF "A" (undergraduate) or "H" (graduate)

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 try and 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.

See details of the longer paper if you want to try for a grade of A or H in the appendix.

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competencies you will develop in this course, the learning objectives that comprise the competency, and the assessment approach.

Competencies
MPH20. Describe the importance of cultural competence in communicating public health content.
MPH14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.

MPH08. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
FLO09. Explain behavioral and psychological factors that affect a population's health (in the global sexual and reproductive health context in particular for this course).
Learning Objectives
Lectures will cover varying topics in Global Sexual and Reproductive Health and where feasible, presenters will cover issues related to cultural competence, equity, program design, and policies relevant for a specific topic.
Assessment
Students are required to attend every class and sign in on the sign-up sheet. Each student is only allowed to sign in for themselves. The honor code is listed on the attendance sheet as a reminder of this requirement.
Should a student need to miss a class, they must complete a two page reflection paper (see below).

Syllabus Appendix

Make-Up Assignments for Up to Two Classes

Make-up assignments related to each session will be posted online after the class. The assignment should be submitted on Sakai prior to the next lecture. 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.

Grade Options

The current default is for a graded course. The default grade for **graduate students** will be "P" (Pass) if all basic requirements are met (attendance and final reflection paper); the default grade for **undergraduate students** will be a "B" if all basic requirements are met (attendance and reflection paper). Graduate students who wish to be eligible for a grade of "H" (High Pass) 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 "Final Assignment Information" 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:
https://catalog.unc.edu/policies-procedures/registration-enrollment-withdrawal/#text

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.

Final Assignment Information

Submit all assignments through Sakai. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance. Instructions for the assignments are below:

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 20, 2020**.

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 20**. 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 sexual and reproductive health outcomes are affected by violence, and through what causal pathways does (1) intimate partner violence and (2) community norms around 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 20**. 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.

Instructor Expectations:

Email
The instructor will typically respond to email within 24 hours if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of her. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when she will be out of the office.

Feedback
All final assignments that are submitted for a grade of A or H will receive written feedback. Feedback is meant to be constructive and help the student continue to build upon their skills.

Honor Code
Instructors may report suspected violations of the Honor Code, including inappropriate signing of the attendance sheet or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university.

Inclusive Excellence
In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways.
- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.

- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see above.

Telephone Messages
Email communication is preferred, and voice mails will not be returned.

Student Expectations:

Appropriate Use of Course Resources
The materials used in this class, including, but not limited to the syllabus and presentation materials are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Communication
You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Email
All email correspondence between student/instructor and peer/peer will be conducted in a professional manner.

Honor Code
To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:
- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Students are expected to sign the attendance register only for themselves.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives. Encourage and solicit feedback from students to continually improve inclusive practices.

Technical support

The best way to help prevent technical issues from causing problems for submission of reflection and final papers is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment in Sakai, immediately do the following:

1. Contact he UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at http://help.unc.edu/help/olhr, or by UNC Live Chat at http://help.unc.edu/chat.

Additional Resources and Policies

Accessibility at UNC Chapel Hill
UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill
CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement
We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our *Diversity and Inclusion* webpages:
- Diversity and Inclusion:
  https://sph.unc.edu/resource-pages/diversity/
- Minority Health Conference:
  http://minorityhealth.web.unc.edu/
- National Health Equity Research Webcast:
  https://sph.unc.edu/mhp/nat-health-equity-research-webcast/

Gillings School Office of Student Affairs
https://sph.unc.edu/students/osa/

Honor Code
As a student at UNC Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about your rights and

responsibilities, please consult the Office of Student Conduct (https://studentconduct.unc.edu/) or review the following resources:

- Honor System
https://studentconduct.unc.edu/honor-system
- Honor system module
https://studentconduct.unc.edu/students/honor-system-module
- UNC Library's plagiarism tutorial
https://guides.lib.unc.edu/plagiarism
- UNC Writing Center's handout on plagiarism
https://writingcenter.unc.edu/tips-and-tools/plagiarism/

LGBTQ Center
https://lgbtq.unc.edu/

Non-Discrimination Policies at UNC Chapel Hill
https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/

Ombuds
https://ombuds.unc.edu/

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill
https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Title IX at UNC Chapel Hill
Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison,adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center
https://writingcenter.unc.edu/