I. COURSE DOMAIN AND BOUNDARIES

Through the semester, this course moves from the basis of reproductive biology and epidemiology, including the most important risk factors associated with adverse birth outcomes for both mothers and infants, to a broader perspective on sexual and reproductive health and rights. The main theoretical models to explain the determinants of fertility and reproductive mortality and morbidity will be presented; and demographic data will be used to describe global family planning and reproductive health trends and patterns over time. Students will be engaged in key topics related to what the field has achieved thus far, including: changes in policies, laws, and development approaches; the use of new technologies; the promotion of constructive male engagement; and overall improvements in outcomes related to family planning, fertility, sexual health, violence, and HIV/AIDS. Obstacles to progress such as waning political commitment, trends in funding, weakened health systems, and sociocultural opposition, will also be discussed, as will current interventions in the field.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

Profession and Science of Public Health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
- Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
- Explain effects of environmental factors on a population’s health.
- Explain biological and genetic factors that affect a population’s health
- Explain behavioral and psychological factors that affect a population’s health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health
- Apply epidemiological methods to the breadth of settings and situations in public health.
● Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
● Interpret results of data analysis for public health research, policy or practice

Public Health and Health Care Systems
● Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health
● Assess population needs, assets and capacities that affect communities’ health
● Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
● Design a population-based policy, program, project or intervention

Policy in Public Health
● Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

Communication
● Communicate audience-appropriate public health content, both in writing and through oral presentation
● Describe the importance of cultural competence in communicating public health content

Systems Thinking
● Apply systems thinking tools to a public health issue

C. Specialization Competencies: Global Health
● Evaluate risk factors including socio-cultural, political, economic, and environmental determinants underlying major global health conditions
● Develop population-based policy, program, or intervention strategies to address health equity and social justice challenges in local and global health settings.
● Analyze the roles, relationships, and resources of the entities influencing global health.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019
Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged
to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See diversityinclusion.wustl.edu/
Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READINGS
No required text has been assigned to this course. However, below are two suggested text books that may help guide students through the semester. Parts of these books will be used in several classes.

1. Perinatal Epidemiology for Public Health Practice
   Authors: Melissa M. Adams, Greg R. Alexander, Russell S. Kirby, and Martha S. Wingate

   *This book is available at the campus bookstore and a free e-version is available through the WashU Library*

2. Reproductive and Perinatal Epidemiology
   Edited by: Germaine M. Buck Louis and Robert W. Platt

   *This book is available as a free e-version through the WashU Library*

VI. ORGANIZATION OF COURSE
Class sessions are structured in a standard format throughout the semester and with emphasis given to providing students with tangible tools to be used in the future. As a transdisciplinary problem-solving (TPS) course, it is designed for students to develop public health solutions aimed at decreasing adverse reproductive health outcomes and to apply theoretical and application frameworks from multiple disciplines toward developing transdisciplinary collaborations. As such, we will have a number of guest lecturers from various disciplines and backgrounds.

VII. ROLE OF FACULTY AND STUDENT

Instructor’s role
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. A lecture/discussion format will be used in class, followed by group work and in-class exercises. The instructor will respond to student inquiries regarding the readings, case studies, and assignments. The instructor is available by appointment and will only be expected to respond to emails between 9am and 6pm.

TA’s role
The TA is will work closely with the instructor to grade assignments and provide appropriate feedback. The TA will also respond to student inquiries regarding the readings, case studies, and assignments. The TA is available by appointment.

Student role
Class attendance and participation: Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. Students are expected to participate in class.
It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure one’s progress.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Expectations for written work: All written assignments must be **single-spaced**, typed with Arial, Calibri, or Times New Roman 11-point font, **be left justified**, and have **1-inch margins**. Text citations and reference lists must be in correct **AMA format**. All sentences must be comprised of student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on **AMA format**). **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Assignments should be carefully proof-read for spelling and grammar. Students are strongly encouraged to use the assistance and services of the Brown School’s writing lab or the University Writing Center.

http://libguides.wustl.edu/content.php?pid=13158&sid=88144
http://owl.english.purdue.edu/owl/resource/560/01/

**Policy on Late Assignments:** Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s or family member’s ill health. Except under extremely unusual circumstances, papers must be turned in **online** when specified in the syllabus. **Late assignments will result in a deduction of five points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.** The time/date of submitting assignment is verification of when it was turned in for grading.

The following is a brief description of the assignments for this course (details will be provided as the topic is discussed during class). Application of content through writing and oral presentation is an integral component of this course and the skills necessary to become a public health professional. A professional delivery of homework, presentations, and other work is expected from each student, including: typed, edited, and formatted homework; and professional use of adequate software or other resources for presentations.

Participation (15%):
Students are expected to participate actively throughout the semester. This includes coming to class on-time and having done all the readings, being prepared to discuss and ask questions, actively participating during in-class activities, and being a productive member of the class. It also includes answering randomly distributed survey questions that are based on the readings for class. These questions are worth 2 points: you can earn a total of 2 points if the answer is correct, and only 1 point if you are in class and have answered the question incorrectly; you will earn 0 points if you are not in class.

Assignment 1 (Individual- 30%)
**Due Date:** Wednesday, October 9, upload to Canvas by 1pm.
Women who are socio-economically disadvantaged are particularly susceptible to adverse birth outcomes, as are their newborns. For this assignment, you will develop a conceptual model with accompanying text (2 pages) using the concepts and predictors discussed in class that relate to a high-risk pregnancy or birth outcome of your choosing.

Assignment 2 (Collaborative, Portfolio Product- Poster-20%, Presentation-5%)
**First Draft Due Date (e-version of poster):** Wednesday, October 23, upload to Canvas by 5pm
**Final Draft Due Date:** Wednesday October 30, upload to Canvas by 5pm
Many social factors lead to negative reproductive health outcomes and inequalities. As part of this year’s Global Reproductive Health class, we will examine RH statistics that reflect these inequalities. Students
will be designing creative posters to highlight these inequalities in the country/region of their choosing; students will present their work with an Ignite presentation by at least one team member. Presentation date December 11, 2019.

Assignment 3 (Individual- 30%)
Due date: Wednesday, December 11, upload to Canvas by 5pm
Assume that you have been asked to prepare a briefing for a technical meeting on a topic of interest in global reproductive health in a particular low-middle income country. The audience will be composed of people with a public health background, but without expertise on this particular topic. In addition to the briefing, each student will construct a Letter of Intent (LOI) to call for action on the topic. Further instructions with resources and examples will be provided in class.

Opportunities for extra credit will be presented in class.

See Explanation of Grading document in Canvas. Grades are based on the following percentages:
95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C-.

IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

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<thead>
<tr>
<th>MPH Competencies</th>
<th>Assessment Opportunity</th>
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| ● Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.  
● Interpret results of data analysis for public health research, policy or practice | In class students will break into groups and be asked to analyze Demographic Health Survey data from an assigned country. They will review trends in predictors of FP/RH and fertility outcomes. They will then present their three top findings to the rest of the class. |
| ● Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. | During a “flipped classroom,” students will break into groups to read articles on the social determinants predicting poor pregnancy outcomes. They will then present those determinants to the rest of the class. Structural and social racism will be a key focus of discussion. |
| ● Communicate audience-appropriate public health content, both in writing and through oral presentation | As part of this year’s Global Reproductive Health class, we will examine RH statistics that reflect these inequalities. Students will be designing creative posters to highlight these inequalities in the region of their choosing (following Kwate 2014 J Urban Health 91:851-872) and will be accompanied with an Ignite presentation by at least one team member. |
| ● Evaluate risk factors including socio-cultural, political, economic, and environmental determinants underlying major global health conditions | For their first assignment, students will be developing a conceptual model with accompanying text (2 pages) using the concepts and predictors discussed in class that relate to obesity, ethnicity, and adverse birth outcomes for Missouri mothers. |
- Develop population-based policy, program, or intervention strategies to address health equity and social justice challenges in local and global health settings.
- Analyze the roles, relationships, and resources of the entities influencing global health.

For their third assignment, students will prepare a briefing for a technical meeting on a topic of interest in global reproductive health in a particular low-middle income country. They are to assume that the audience will be composed of people with a public health background, but without expertise on their particular topic. In addition to the briefing, each student will construct a Letter of Intent (LOI) to call for action on the topic.

X. COURSE OUTLINE

*Note: readings will be provided on CANVAS*

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<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>ACTIVITIES/GUESTS</th>
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<tr>
<td>1 8/28</td>
<td>Syllabus discussion, Introduction to Maternal and Newborn Health, and Pregnancy Outcomes</td>
<td>Hopes and Fears</td>
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<td>2 9/4</td>
<td>Sexual and Reproductive Health and Rights: What is the current political state in Missouri, the Nation and the Globe?</td>
<td>Guest: Cora Faith Walker Policy Director St. Louis County</td>
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<td><strong>Module 1: Individual Level Biology and Epidemiology of Reproductive and Perinatal Health</strong></td>
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<td>3 9/11</td>
<td>Contraception and Proximate Determinants of Fertility</td>
<td>Activity: Demographic Health Survey activity</td>
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<td>4 9/18</td>
<td>Fetal Development: Biology and Risk Factors</td>
<td>Guest: Amy Addante, MD Family Planning Fellow &amp; Mentored Training Program in Clinical Investigation WUSTL School of Medicine Activity: Fetal Alcohol Syndrome</td>
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<td>5 9/25</td>
<td>Pregnancy Outcomes</td>
<td>Guest: Rachel Paul Clinical Research Specialist WUSTL School of Medicine</td>
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<td>6 10/2</td>
<td>Social Determinants of Pregnancy and Birth outcomes</td>
<td>Flipped Classroom</td>
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<td>7 10/9</td>
<td>Labor and Delivery</td>
<td>Guest: Camaryn Chrisman Robbins, MD Associate Professor, OB/Gyn WUSTL School of Medicine</td>
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<td>Date</td>
<td>Activity</td>
<td>Guest</td>
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<td>8/16</td>
<td>Maternal Morbidity and Mortality Abortion and Miscarriage Management</td>
<td>Colleen McNicholas, DO Chief Medical Officer Planned Parenthood of St. Louis &amp; Southwest Missouri</td>
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<td>10/23</td>
<td>Maternal and Child Health in St. Louis &amp; Beyond</td>
<td>Brittany “Tru” Kellman, CPM Founding Director Jamaa Birth Village</td>
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<td>Improving Prenatal Care</td>
<td>Kendra Copanas Executive Director Generate Health STL</td>
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<td>10/30</td>
<td>Gender Based Violence and Human Rights</td>
<td>TBD</td>
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<td>11/13</td>
<td>Sexual &amp; Reproductive Health &amp; Rights</td>
<td>Caitlin Bernard, MD Assistant Professor of Clinical OBGyN Indiana University School of Medicine Anushka Kalyanpur CARE International</td>
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<td>11/20</td>
<td>RH and Human Rights in Conflict</td>
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<td>Minimum Initial Services Package for RH</td>
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<td>11/20</td>
<td>Gender Integration for SRH programs</td>
<td>Gender Training</td>
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<td>15</td>
<td>Improving Safe Motherhood during Labor and Delivery</td>
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<td>16</td>
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