



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## **HPAM-GP 4849**

# **Current Issues in Reproductive Healthcare Policy and Management**

**Fall 2023**

### **Instructor Information**

- Katie Magoon, MD, MPA, MSN
- Email: [katie.magoon@gmail.com](mailto:katie.magoon@gmail.com)
- Office Hours: Thursday 4:45pm-6:30pm—I will post up in a coffee shop near union square. If this time does not work for you, please feel free to reach out with a time that works for you.

### **Course Information**

- Class Meeting Times: Thursday 6:45pm-8:35pm
- Class Location: 60 5<sup>th</sup> Ave, Room 261

### **Course Prerequisites**

- None

### **Course Description**

This class will utilize a hands-on and practical approach to understanding various topics within the reproductive healthcare landscape. Students will have the opportunity to think through real world case studies and engage with relevant reproductive healthcare topics.

This course aims to give students the opportunity to clarify and strengthen their own ideas, biases, and values related to reproductive healthcare. Our work in this class will culminate in a final presentation in which the student will teach the class about a topic related to reproductive health. The student would ideally choose a project that would be relevant to

their life and/or career goals. Similarly, the reading requirements in this class are very limited because students will explore readings and references that are most relevant to them.

To make the most of our time, each class will be (generally) divided into four parts:

1. Reproductive Health in the news and State by State Policy Deep Dive (We will work together on this, using technology):15 minutes, tech OK
2. Lecture/case study by topic (outlined below): 30 minutes, tech OK

--BREAK--

3. Student-led presentation on a topic related to reproductive health policy of their choosing: 20 minutes, no tech unless OK'd by student presenter (classes #4,5,6,7)
4. Reproductive Health Professional Ask an Expert: 20 minutes, no tech

## **Course and Learning Objectives**

1. Understand the historical and current climate for various reproductive health-related topics.
2. Engage with national reproductive health leaders and stakeholders.
3. Examine your insights, possible biases, and values related to reproductive health.

## **Assessment Assignments and Evaluation**

1. Thorough preparation for classes and participation (35%, 5% per class)
2. Presentation (25%) DUE in class #3 Sept 21 (we will assign dates during class #1)
3. In-class Presentation (40%) DUE in class #4,5,6,7 (we will assign dates during class #2)

## **Overview of the Semester**

1. Introduction to Reproductive Health
2. Abortion & Contraceptives: Past & Present
3. Reproductive care of patients at higher risk for poor outcomes
  
4. Maternal Mortality
5. Reproductive Rights and Health Policy Case Studies
6. Student Presentations
7. Student Presentations & Final Wrap-up

## **Letter Grades**

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>
<b>A</b>	4.0 points
<b>A-</b>	3.7 points
<b>B+</b>	3.3 points
<b>B</b>	3.0 points
<b>B-</b>	2.7 points
<b>C+</b>	2.3 points
<b>C</b>	2.0 points
<b>C-</b>	1.7 points
<b>F</b>	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Detailed Course Overview

### Session 1. Introduction to Reproductive Health

1. Introductions: 15 minutes, no tech
  2. Review Syllabus: 15 minutes, tech OK
  3. Introduction to Reproductive Health Policy Lecture: 30 minutes, no tech
- BREAK--
4. Reproductive Health in the news and State by State- West Coast: 15 minutes, tech OK
  5. Assign Student-led presentation topics due sept 21: 5 minutes, tech OK

### Session 2. Abortion & Contraceptives Past and Present

1. Assign Student-led presentation on a topic related to reproductive health policy: 5 minutes, tech OK
2. Reproductive Health in the news and State by State Policy Deep Dive Northeast: 15 minutes, tech OK
3. Contraceptives & Abortion lecture and discussion: 60 minutes, tech OK (Break halfway)
4. Reproductive Health Professional Ask an Expert: 20 minutes, no tech

### Session 3. Patients who are at increased risk for adverse outcomes and their healthcare realities:

1. Reproductive Health in the news and State by State- Midwest: 15 minutes, tech OK
2. Student-led presentations (Break halfway)
3. Reproductive Health Professional Ask an Expert: 20 minutes, no tech

Patients who are at increased risk for adverse outcomes and their healthcare realities:

- a. BIPOC
- b. LGBTQIA
- c. Sex work
- d. Uninsured/underinsured
- e. Undocumented immigrants
- f. Adolescents
- g. >65 population
- h. Rural populations
- i. other

#### Session 3 Prep:

The student will perform a literature review and create an informal 5-minute presentation in which they answer the following questions (Rubric will be provided):

- Provide a brief history of reproductive healthcare and this population.
  - What mistakes were made? What successes?
- What special or alternative needs does this group of people require, if any?
- What are your thoughts on an ideal reproductive health delivery system for this group and why?

#### Session 4. Maternal Mortality

1. Reproductive Health in the news and State by State Policy Deep Dive South: 15 minutes, tech OK
2. Maternal Mortality Lecture/case study: 30 minutes, tech OK
- BREAK--
3. Student-led presentation: 30 minutes, no tech
4. Reproductive Health Professional Ask an Expert: 20 minutes, no tech

#### Session 5. Reproductive rights and Health Policy

1. Reproductive Health in the news and State by State Policy Deep Dive Mountain States: 15 minutes, tech OK
2. Discussion of case study: 30 minutes, tech OK
- BREAK--
3. Student-led presentation: 30 minutes, no tech
4. Reproductive Health Professional Ask an Expert: 20 minutes, no tech

#### Session 5 Prep:

- [Medicaid Family Planning Programs: Case Studies of Six States After ACA Implementation](#)
- [Beyond the Numbers: Access to Reproductive Health Care for Low-Income Women in Five Communities:](#)

## Session 6 & 7. Student Presentations

1. Reproductive Health in the news and State by State Policy Deep Dive, Remaining States and Final Thoughts: 15 minutes, tech OK
2. Student-led presentations: 80 mins, no tech (break halfway)
3. Final Wrap Up: 10 minutes, no tech

### Topics for presentations

- [Politics of fundraising in women's health \(Komen, Planned Parenthood\)](#)
- History of reproductive health in Native American population
- Adolescents and contraceptives
- Adolescents and abortion
- The role of males in family planning political efforts
- Third trimester abortion
- Contraceptive coverage under ACA (Affordable Care Act)
- Abortion coverage under ACA (Affordable Care Act)
- The role of Medicaid in reproductive health
- Access to Hormone Therapy—adolescents
- State vs. state comparison of family planning (example- Texas vs. New Mexico)
- Consequences of unintended pregnancy in the United States
- Policy implications of condoms/History of the condom movement
- Healthy women--> healthy communities
- Forced sterilization USA
- Henrietta Lacks
- HPV + other vaccines
- Onset of HIV/AIDS epidemic, Current look at epidemic
- MPOX, vaccine efforts
- Domestic or international sex work issues
- Reproductive health initiatives in the workplace
- Menopause (menopause is having a moment)
- The retrievals response
- Social Media
- Historical Narratives

## Extra Assignment for Missed Classes

Extensive literature review on an agreed upon topic in reproductive health.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and

students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## **NYU's Calendar Policy on Religious Holidays**

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## **Class Policies**

### **Attendance:**

You should arrive to class on time. As much of the work occurs in class, your attendance and participation will be the only way to ensure your success in the course. If you choose to or need to miss a class for any reason (including an emergency) you will be allowed to make up the 5% for that class by completing an extra writing assignment. If for some reason you need to miss more than one class, you may want to consider dropping the class.

### **Assignments:**

In-Class Presentations: Rubrics will be provided for presentations. No extensions will be granted given your presentations influence your classmates' time and class experience. If you are not able to present on time, then you will receive zero credit for that portion of the course.

### **Students with disabilities:**

Students utilizing accommodations should contact me to make appropriate arrangements that fit your needs. It is important to me that this class is accessible to anyone who chooses to take it and I will do everything I can to maximize the learning of every student.