



NYU

**COLLEGE OF GLOBAL
PUBLIC HEALTH**

GPH-GU 2374 Perspectives in Reproductive Health

Monday 6:45-8:25

Class Location:

Fall 2015

Professor: Vicki Breitbart, EdD, LCSW

Office: by appointment

Phone: 914-395-2602 (work)

347-267-6339 (cell)

Email: vickibreitbart@yahoo.org

COURSE DESCRIPTION:

In this course, students will develop an understanding of the impact of policies and the provision of services on the health disparities in reproductive health care. Within a framework of reproductive and gender justice, students will examine the background and development of family planning, prenatal care, HIV/AIDS and abortion services in the United States as they relate to gender roles, attitudes about sexuality, institutional racism and health care service delivery. Students will develop analytical skills as well as the latest techniques for health education as they examine the most challenging issues and current research in the field of reproductive health.

COURSE OBJECTIVES:

At the end of this course, students will be able to:

1. Describe the complexity of sexuality and describe its relationship to reproductive health care
2. Demonstrate knowledge and understanding of the critical issues related to reproductive health care in the United States
3. Exhibit health education skills associated with reproductive health care
4. Describe the impact of U.S. public policies on the provision of reproductive health care

PRE-REQUISITES:

No Pre-requisites

COMPETENCIES COVERED IN THE COURSE:

At the end of this course, students will be able to:

1. Apply constructs of behavioral, social and cultural theories related to individual and population health and health disparities over the life course
2. Identify and assess preventable health problems among diverse population groups in the United States and internationally;
3. Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of health problems among diverse populations

COURSE REQUIREMENTS AND EXPECTATIONS:

1. Required reading prior to each class
2. Regular attendance and class participation
3. Final paper:

Topic proposal. Each student will identify a topic for their final paper in class by **September 28th**. Only one person can choose a specific problem or question. If more than one person chooses a topic, you may be asked to find another one.

By class on **October 19th**, each student will submit a brief description of the proposed topic for the final paper. The final paper topic should deal with a pressing issue/problem/question or controversy in the field of reproductive health. This 2-3 page description should include:

the problem statement,
what makes this an important issue in women's health,
what are the controversial aspects and the different perspectives on the issue, and
short bibliography

The final paper. The final paper is due no later than class on **December 7**.

The paper should include:

the significance of the issue/problem/question,
the background information,
a brief referenced literature review indicating what is known about the issue/problem/question, and the different perspectives on the issue,
an analysis of the issue from the evidence presented.
recommendations for the field

The paper should be well researched, but not more than 10 pages in length, not including the bibliography.

4. Presentations:

a) Early in the semester, each student will select either a contraceptive method or sexually transmitted disease and develop a presentation. In class on **Nov. 2nd**, students present a short 5-7 minute oral presentation on the selected contraceptive method, its utilization and risks and benefits or a sexually transmitted disease, the transmission and treatment based on the readings for the class or other reliable source. Students will provide the class with a handout summarizing the content of the presentation.

b) Students are expected to present a brief summary of their final paper within 7-10 minutes (depending on class size) at the class on December 7th or December 14th. The presentation should include:

A brief description of the topic and what is controversial about the topic,

A brief discussion of the topic and your conclusion.

It is suggested that students practice their presentation before class to be certain of conforming to the time constraints. The presentation shouldn't be read, however students can use a few PowerPoint slides to stress the main points.

5. Journal/Newspaper Article(s): In addition to the assigned reading, each student is expected to find one article taken from a professional journal suggested in the Bibliography or a series of newspaper articles that identifies current research related to the class topic. She/he should, bring a short (one page)

typed discussion of the content to the class and be prepared to discuss the article and its relevance to the readings for the class. Early in the semester, each individual student will select one of the class topics so that each class session will have a limited number of articles presented.

Suggested Journals include:

Contraception

Journal of the American Women's Medical Association (JAMWA),

American Journal of Public Health, (AJPH)

Journal of the American Medical Association (JAMA)

International Journal of Community Epidemiology,

Health Education Quarterly,

International Journal of Health Education,

Perspective on Sexual and Reproductive Health,

International Family Planning Perspectives,

Journal of Family Violence,

Journal of Adolescent Health,

Journal of Interpersonal Violence,

Social Science & Medicine

Women Studies International Forum

Reproductive Health Matters

GRADING RUBRIC:

Class Participation: 20%

Class participation is very important. Students who have not done the readings and participated actively in class will be graded accordingly. The instructor must be informed if a student is going to miss a class.

Journal/newspaper article(s) and discussion: 10%

Final paper proposal 10%

Final Paper: 40%

Presentations: 20%

GRADING SCALE:

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
		F:	<60

NYU CLASSES:

NYU Classes will be used extensively throughout the semester for assignments, announcements, and communication. NYU Classes is accessible through at <https://home.nyu.edu/academics>

TECHNOLOGY POLICY:

Electronic devices can be used only for the purposes of note-taking and/or presentations.

COURSE OUTLINE:

Date	Topics	Readings/Materials Due	Assignments Due
9/14	Introduction to Course: Overview and Definitions	Solinger, Chs. 1 and 6	
9/21	Poverty, Race, Gender and Reproductive Health	<p>Metzl JM, Hansen H. Structural competency: theorizing a new medical engagement with stigma and inequality: Social Science and medicine. 103 (2014) 120-133. http://www.sciencedirect.com/science/article/pii/S0277953613003778</p> <p>Sillman J, Fried MG, Ross L, Gutierrez ER. Women of color and their struggle for reproductive justice. Undivided rights: women of color organize for reproductive justice. Cambridge, MA. South End Press. 2004.</p> <p>Geronimus AT. Understanding and Eliminating Racial Inequalities in Women's Health in the United States: The Role of the Weathering Conceptual Framework, JAMWA, 56(4) Fall 2001:133-136. http://jamwa.amwa-doc.org/vol56/toc56_4.htm</p>	
9/28	Human Sexuality	<p>View video: http://www.newviewcampaign.org/video.asp#2013</p> <p>The Boston Women's Health Book Collective. Sexuality. In Our bodies, our selves: A new edition for a new era. New York: Simon and Schuster. 2005. pp. 186-225.</p> <p>Meston CM, Buss DM. Why humans have sex. Arch Sex Behav (2007) 36:477-507</p> <p>Weeks J. Sexuality London: Tavistock Publications. 1986. Chapter 1: The language of sex pp.11-18 and Chapter 2: The invention of sexuality pp.19-44.</p> <p>Higgins JA, Browne I. Sexual needs, control and refusal: How "doing" class and gender influences sexual risk taking. Journal of Sex Research. 45(3) pp. 233-245. 2008.</p> <p>Lewis L. Examining sexual health discourses in a racial/ethnic context. Archives of Sexual Behavior. Vol. 33. No. 3, June 2004, pp, 223-234.</p> <p>Hans JD, Gillen M, Akande K. Sex redefined: The reclassification of oral-genital contact. Perspective on sexual and Reproductive Health. http://www.guttmacher.org/pubs/psrh/full/4207410.pdf</p>	Final paper topic

10/5	Unintended Pregnancy	<p>Gilda Sedgh, Susheela Singh and Rubina Hussain, Intended and unintended pregnancies worldwide in 2012 and recent trends. Studies in Family Planning, Volume 45, Issue 3, September 2014 http://www.guttmacher.org/pubs/journals/j.1728-4465.2014.00393.x.pdf</p> <p>Lawrence B. Finer, PhD, and Mia R. Zolna, MPH, Shifts intended and unintended pregnancies in the United States, 2001-2008. American Journal of Public Health, Volume 104, Issue S1, February 2014 http://www.guttmacher.org/pubs/journals/ajph.2013.301416.pdf</p> <p>Jones RK, Singh S, Finer L, Frohwirth LF. Repeat abortion in the United States. Occasional report No. 29, Guttmacher Institute. November 2006 https://www.guttmacher.org/pubs/2006/11/21/or29.pdf</p> <p>Santelli JS, Orr M, Lindberg LD, Diaz, DC. Changing behavioral risk for pregnancy among high school students I the United States, 1991-2007. Journal of Adolescent Health. July 2009.</p>	
10/13	Interviewing and Counseling: Basic Principles and Techniques	<p>Moss MK, Bartholomew, NE, Lohr KN. Counseling in the clinical setting to prevent unintended pregnancy: an evidence-based research agenda. Contraception 67 (2003) pp. 115-132.</p> <p>Breitbart V. Counseling for Medical Abortion. ACOG Journal of OB/GYN. Special Issue on Medical Abortion. Spring 2000.</p> <p>Dehlendorf et al. Women's preferences for contraceptive counseling and decision making. Contraception 88 (2013) 250-256.</p> <p>Lipkin M, Jr. MD. Physician-patient interaction in reproductive counseling. .Ob & Gyn 88 (3) suppl 1996..</p>	Paper proposal and bibliography
10/19	Pregnancy and Childbirth	<p>Watch <u>The Business of being born</u>. https://search.yahoo.com/yhs/search?hspart=mozilla&hsimp=yhs-006&ei=utf-8&fr=ytf1-yff32&p=the%20business%20of%20being%20born&type=</p> <p>The Boston Women's Health Book Collective New York: Simon and Schuster. 2005. Childbearing. pp. 307-525.</p> <p>Alexander GR, Kottelchuck M. Assessing the role and effectiveness of prenatal care. Practice Articles. 306. Public Health Reports / July–August 2001/ Volume 116. Pp. 306-316 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497343/pdf/12037259.pdf</p>	

		Strong, TH, Jr. MD The basis for prenatal care. Ch. 2 Expecting Trouble, New York. New York University Press. 2000 pp. 33-57	
10/26	Family Planning – Background and Politics	<p>Gordon L. The Moral Property of Women: A History of Birth Control Politics in America. University of Illinois Press. 2007, Part 2. Birth control and women's rights. pp. 55-171.</p> <p>Sonfield A, Hasstedt K and Gold RB, Moving Forward: Family Planning in the Era of Health Reform, New York: Guttmacher Institute, 2014 https://www.guttmacher.org/.../family-planning-and-health-reform.pdf</p>	
11/2	Family Planning methods and Sexually Transmitted Diseases	<p>The Boston Women's Health Book Collective. Birth Control, in. Our bodies, our selves: A new edition for a new era. New York: Simon and Schuster. pp. 322-380</p> <p>Weinstock H, Berman S and Cates W. Sexually transmitted diseases among American youth: Incidence and prevalence estimates, 2000. Perspective on Sexual and Reproductive Health, 36(1) 2004: 6-10.</p> <p>The Boston Women's Health Book Collective. Sexually transmitted diseases/ HIV/AIDs in. Our bodies, our selves: A new edition for a new era. New York: Simon and Schuster. 2005. pp. 272 - 306</p>	Student presentations
11/9	Abortion: Background and Politics	<p>Watch Dorothy Fadiman's <u>From Danger to Dignity</u> video. https://archive.org/details/from_danger_to_dignity</p> <p>Solinger, Ch. 2</p> <p>Gordon L. The Moral Property of Women: A History of Birth Control Politics in America. University of Illinois Press. 2007, Part 4, pp.295-363</p> <p>Fried MG, Clarke S. Expanding Abortion Access: The US Experience in Klugman B, Budlender D eds. Advocating for Abortion Access: Eleven Country Studies. Women's Health Project, School of Public Health, University of Witwatersrand, Johannesburg, South Africa. 2000. Pp. 283- 313</p>	
11/16	Abortion: Options	<p>The Boston Women's Health Book Collective. Abortion in. Our bodies, our selves: A new edition for a new era. . New York: Simon and Schuster. 2005 pp. 389-415</p> <p>Jones RK, Jerman J. Abortion Incidence and Service Availability In the United States, 2011. Perspectives on Sexual and Reproductive Health Volume 46, Number 1, March 2014. pp. 3-14. http://www.guttmacher.org/pubs/journals/psrh.46e0414.pdf</p>	

		<p>Jones RK, Finer LB, Sing S. Characteristics of U.S. Abortion Patients, 2008. Guttmacher Institute. May 2010. https://www.guttmacher.org/pubs/US-Abortion-Patients.pdf</p> <p>Roye C. A woman's right to know: How women's health became a political pawn and the surprising alliances working to reclaim it. Pleasantville, NY. Frances Price Enterprises. 2014.</p>	
11/30	Relationships and Reproductive Health	<p>Review the PowerPoint presentations http://www.guttmacher.org/presentations/itor_slides.html http://www.guttmacher.org/presentations/itor_slides_US.html</p> <p>The Boston Women's Health Book Collective. Relationships and Sexuality. Our bodies, our selves: A new edition for a new era. New York: Simon and Schuster. 2005. pp. .139-186</p> <p>Zeitler M, Paine A, Breitbart V, Rickert V, Olson C, Stevens L, Rottenberg L, Davidson L. Attitudes About Intimate Partner Violence Screening Among an Ethnically Diverse Sample of Young Women. Journal of Adolescent Health. 39 (2006)</p> <p>Chibber KS, Krishnan S. Confronting Intimate Partner Violence, a global health priority. Mt Sinai J Med 2011 May; 78(3): 449-457. Miller E, Jordan B, Levenson R, Silverman JG. Reproductive coercion: connecting the dots between partner violence and unintended pregnancy. Contraception 2010 June; 81(6) 457-459.</p> <p>Moore AM, Frohwirth L, Miller E. Male reproductive control of women who have experienced intimate partner violence in the United States. Social Science and Medicine. Volume 70, Issue 11, April 2010. http://www.guttmacher.org/pubs/journals/socscimed201002009.pdf</p>	
12/7	Issues in Reproductive health		<p>Final paper</p> <p>Student presentations</p>
12/14	Issues in Reproductive health		<p>Student presentations</p>

READING/VIEWING LIST:

The Boston Women's Health Book Collective. Our Bodies, Ourselves. A new edition for a new era. Simon and Schuster. 2005

Solinger, Rickie, Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States. Hill and Wang, 2001

Gordon, Linda, The Moral Property of Women: A History of Birth Control Politics in America, University of Illinois Press. 2007.

Roye Carol. A woman's right to know: How women's health became a political pawn-and the surprising alliances working to reclaim it. Pleasantville New York: Frances Price Enterprises. 2014,

STATEMENT OF ACADEMIC INTEGRITY:

The NYU Global Institute of Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The GIPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the GIPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

Plagiarism

Plagiarism, whether intended or not, is not tolerated in the GIPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the GIPH and GIPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the GIPH Student Complaint Procedure.

STUDENTS WITH DISABILITIES:

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here. must appear on the syllabus. Information about the center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.