Course Description

Understanding reproductive technologies and practices is critical for public health students interested in designing programs to address problems such as unwanted pregnancy, family planning, and sexually transmitted diseases. This course will examine the foundations of reproductive health from a medical and social science perspective with particular attention to implications for public health programs, health services, and policy. Topics to be covered include: the anatomy and physiology of the male and female reproductive tracts; methods of birth control; medical and surgical abortion; infertility; maternal care; and how gender and power intersect to influence reproductive health outcomes.

Course Requirements

This course has no prerequisites, but it is intended for graduate students only. Students are expected to master the course content through readings, attendance and participation in weekly class sessions.

Learning Objectives and CEPH Competencies

CHS 431 is designed to provide an extensive overview of various methods and issues related to reproductive health. Upon completion of the course, the student should be able to:

1. Justify the inclusion of sexual and reproductive health as a public health priority;
2. Understand the basic anatomy and physiology of the male and female reproductive tracts;
3. Describe the major methods of birth control and abortion;
4. Identify sexually transmitted diseases, and their treatment and prevention;
5. Identify the prevalence, major causes, and treatment of infertility;
6. Identify and describe the leading causes of maternal morbidity and mortality in the U.S. and developing country settings;
7. Understand and describe the influences of gender norms and power on sexual and reproductive health (SRH) outcomes.
8. Identify and critically assess SRH case studies according to ethical principles.
Students will attain these objectives by attending and participating in class sessions, doing required readings, and completing course assignments.

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<thead>
<tr>
<th>CEPH MPH Competencies</th>
<th>Learning objectives fulfilling this competency</th>
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<tr>
<td>B2 Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<td>B6 Describe the role of social and community factors in both the onset and solution of public health problems.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<td>B7 Describe the merits of social and behavioral science interventions and policies.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<td>B9 Apply ethical principles to public health program planning, implementation and evaluation.</td>
<td>8</td>
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<tr>
<td>H1 Access and understand the public health literature and information and apply it to community health.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>H3 Identify and explain how social, cultural, and behavioral factors affect the health of individuals, communities and populations.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<td>H4 Describe how health inequities are related to historical and contemporary structural inequities in power and privilege.</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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**Methods of Course Evaluation**

**Midterm (Week 6 - 5/5/16):** The format of the midterm will be multiple choice, short answer and essay questions. The midterm will cover lectures from Weeks 1-5 and readings from Weeks 1-6.

**Ethics Case Studies:** In small groups, you will conduct research on the historical background and ethical underpinnings of a SRH case study. The group will assign 1-2 reading(s) in advance to facilitate knowledge of the issue and in-class discussion. The group will make a 20-30 minute in-class presentation discussing the basic components and ethical nuances of the case study, followed by 15-20 minutes of classroom discussion. Groups will also develop a 1-page information sheet of key issues to be distributed to the class and to supplement the presentation and discussion.

Groups may choose from the following, or may determine another topic (with approval):
- Partner notification and treatment for sexually transmitted infections
- “Outsourcing” of surrogacy to women in the U.S. and internationally
- Title X funding – tax payer money supporting clinics that provide abortion
- State support of prenatal genetic testing
- The impact of conscience clauses on provision of reproductive health services
- Conduct of clinical trials in international settings
- Responses to Zika virus, e.g., postponement of childbearing in restrictive settings
Research Paper (Due June 7th 9am): You will write a 6-8 page, single-spaced research paper. Select a critical sexual and/or reproductive health issue that afflicts a particular population in the U.S. or globally. In the first part of the paper, provide background on this health issue: Why is this issue important? How many people does this affect? Who does it affect? In the second part of the paper, select one/more current programs, interventions, and/or policies that are designed to address this health issue within this specific population. What are the central components of these programs and policies? How do they (propose to) affect this issue? Critique the approach(es) and suggest complementary or alternate solutions.

Alternately, more advanced students (2nd year MPH or PhD) may submit a paper of a novel analysis using existing quantitative and/or qualitative data, may conduct a critical literature review on a topic currently not addressed in the current body of literature, or may write on another topic in alignment with student interests/expertise (after approval from Dr. G).

Please submit via Turnitin on the CCLE website to the ‘Final paper’ folder. Papers should be 6-8 pages, single-spaced and submitted in Word format, 12-point font, with 1 inch margins. Citations should be correct and complete. Citation format is up to you, just make it consistent.

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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td>Ethics Case Study</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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## Readings

Readings are available on the course website:  
[https://ccle.ucla.edu/course/view/16S-COMHLT431-1](https://ccle.ucla.edu/course/view/16S-COMHLT431-1)

## Class Schedule and Readings

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<tr>
<th>Week</th>
<th>Topic/Lecturer</th>
<th>Required Readings</th>
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| **Week 1** March 31 | Course Logistics (Gipson)  
Sexual and Reproductive Health as a Public Health and Human Rights Issue (Gipson)  
RECOMMENDED:  
• Pending Supreme Court case – Whole Woman’s Health v. Hellerstedt: [http://www.reproductiverights.org/case/whole-womans-health-v-hellerstedt](http://www.reproductiverights.org/case/whole-womans-health-v-hellerstedt)  
| Week 2 | April 7 | Human Reproductive System (Kuperman) | Essentials of Anatomy & Physiology 4th edition, Ch. 20, The Reproductive System (pp. 432-451)  
- Cervical cancer  
- Uterine cancer  
- Ovarian cancer  
- Vaginal and vulvar cancer |
|---|---|---|---|
| Female Genital Tract Cancers (Gipson) | **RECOMMENDED:**  
| Week 3 | April 14 | Short-term Contraceptive Methods (Berger) | Check out all of the contraceptive methods on the interactive website: [https://bedsider.org/](https://bedsider.org/)  
| Long-term Contraceptive Methods - (Berger) | **RECOMMENDED:**  
- “Answers to Frequently Asked Questions” at The Emergency Contraception Website: [http://ec.princeton.edu/questions/index.html](http://ec.princeton.edu/questions/index.html) |
| Reproductive Ethics: Preparation for Case Studies (Gipson) | **REQUIRED: Background in Reproductive Ethics**  
- Using Legal Advocacy to Advance Reproductive Rights: |
https://www.k4health.org/sites/default/files/pub_bo_GG_advocacy.pdf


RECOMMENDED:

Week 5
April 28
Clinical Aspects of Abortion (Rible; 11-12:30)
Reproductive Tract and Sexually Transmitted Infections (Javanbakht)


RECOMMENDED:
- “Sexually Transmitted Diseases (STDs) Fact Sheets” at Centers for Disease Control and Prevention Website:
  http://www.cdc.gov/std/healthcomm/fact_sheets.htm

Week 6
May 5
MIDTERM
Infertility (Al-Safi: 12:30-2pm)


RECOMMENDED:

Week 7
May 12
Where is the S in SRH? Addressing Sexuality and Pleasure (Gipson)
Clinical

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<tr>
<th>Week 8</th>
<th>May 19</th>
<th>Gender, Power, and SRH (Gipson)</th>
<th><strong>Ethics Case Study</strong> (Groups 1 and 2)</th>
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<tr>
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<td>Ethics Case Study readings</td>
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<tr>
<th>Week 9</th>
<th>May 26</th>
<th>Global Reproductive Health Issues (Gipson)</th>
<th><strong>Ethics Case Study</strong> (Group 3)</th>
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<td>RECOMMENDED:</td>
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| Week 10 | June 2 | Ethics Case Studies (Groups 4-6) | Case Study Readings |
**Expert Lecturers**

**Agatha Berger, MD:** OB/GYN and Family Planning Fellow, Department of Obstetrics & Gynecology, UCLA Medical Center

**Kimberly Gregory, MD, MPH:** Vice Chair, Women's Healthcare Quality and Performance Improvement, Cedars-Sinai Hospital; Associate Professor, UCLA School of Medicine; Adjunct Associate Professor, UCLA School of Public Health.

**Marjan Javanbakht, MPH, PhD:** Adjunct Assistant Professor, Department of Epidemiology, UCLA School of Public Health

**Julie Kuperman, MD:** OB/GYN and Family Planning Fellow, Department of Obstetrics & Gynecology, UCLA Medical Center

**Radhika Rible, MD:** OB/GYN, Department of Obstetrics & Gynecology, UCLA Medical Center

**Zain Al-Safi, MD:** Assistant Clinical Professor, Division of Reproductive Endocrinology and Infertility; Department of Obstetrics and Gynecology, David Geffen School of Medicine at UCLA