

## **Module Outline-5 June 2012**

**Title:** Sexual & Reproductive Health (SPI 101)—Basic Course

**Duration:** 1 week

This is a one week module running from 8.30am- 4.30 pm (maximum 6 hour per day)

### **Aim of the Course:**

One week course designed to enable participants/students to understand, describe and analyze sexual and reproductive health issues and related health promotion programmes in low and middle income countries.

For participants/students in MPH (mandatory) and other health education programs, and other interested health professionals.

**Credits:** 3

### **Description:**

The sexual and reproductive module is as part of MPH program and it can be taken as an individual short course. The module is a non-clinical module aimed at enabling participants to understand sexual and reproductive health issues and related health promotion programmes in Low and middle income countries (LMICs). The target participants are MPH students, professionals working with NGOs, public health professionals, academics and students aspiring for a PhD in public health related programs. The module is designed to provide an understanding of sexual and reproductive health and population issues as well as the knowledge necessary for understanding reproductive health interventions. The module will explore and examine local and global challenges relating to the social, political and economic context influencing sexual and reproductive health.

### **Objectives:**

By the end of the module, students should be able to:

- explain central concepts in sexual and reproductive health issues in low and middle income countries
- critically analyse SRH programmes in a social, political and economic context

- critically analyse SRH programmes in the context of national and international policy frameworks

### **Content & Structure:**

The module is designed in such a way it offers both theoretical and analytical skills. The module will cover the following major topics: maternal health, family planning, HIV/AIDS, STIs, and other infections, gender, and social/political/economic factors.

The module will take place over a single week of teaching and include a mixture of lectures and interactive participatory exercises.

### **Teaching and learning methods:**

In order to enhance learning, the module employs a combination of methods. These includes, interactive lectures and presentations, group work, case studies, role play, peer-to-peer experience sharing.

### **Assessment:**

The final mark will be based on class assignment (individual or group work assignment)

### **Course work/Class assignment will contribute 40% of the final mark as follow**

- Individual assignment – E.g. paper critique, timed test, article review (20%)
- Group work - design an intervention based on a particular SRH problem/case study (20%)
- If taken as part of a masters program E.g. MPH, the student must pass this module to receive credit

### **Final Examination (60%)**

- The final examination will be a **2.30-3** hour individual essay-based written exam and may be a closed or open book exam according to the decision of the course facilitator.

### **Certificates**

- Depending on individual request, participants who take the module as a short course can be given certificate of attendance or certificate of merit if she/he decides to do and pass the examination.

### **Grading:**

For grading, the following scheme will be used:

A	85 - 100%-	Pass
B+	70 - 84%-	Pass
B	60 - 69%-	Pass
C	50 - 59%-	Pass
D	40 - 49%-	Fail
E	0 - 39%	

### **Bibliography:**

1. Article and chapter-based coursepack compiled by course organizers and made available to students.
2. Richey, LA Population Politics and Development: From the Policies to the Clinics (2008) New York and London: Palgrave MacMillan. (research monograph)
3. The Fourth Wave: An Assault on Women. Gender, Culture and HIV in the 21st Century. Social Science Research Council- UNESCO volume, New York: Columbia University Press. Vinh-Kim Nguyen and Jennifer F. Klot, eds. (2010).
4. Rosling Hans, Global Health: An Introductory Textbook [Paperback]. Chapter on 'Sexual and Reproductive health 9%

<sup>1</sup> Choice of teaching and learning methods, to be selected by responsible lecturer

<sup>1</sup> Lecturers to provide core and further readings for their topics (text books, policy documents, articles, etc.)

( 6 topics)	Contents	Teaching and Learning methods <sup>1</sup>	Recommended reading <sup>2</sup>
1. Introduction to SRH and Maternal health	<p style="text-align: center;"><b>DAY 1</b></p> <ul style="list-style-type: none"> <li>• Concepts and history SRH (1 hour)</li> <li>• Epidemiology (Context-dependent variations) in SRH (1 hour)</li> <li>• Maternal mortality &amp; morbidity (1 hour)</li> <li>• RH Quality of Care (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Case studies</li> <li>• Group work (each group to discuss one topic and present in class)</li> </ul>	<ul style="list-style-type: none"> <li>• Richey, LA Chapter 1 pp. 1-26</li> </ul>
2. Family planning programs	<p style="text-align: center;"><b>DAY 2</b></p> <ul style="list-style-type: none"> <li>• Background: Concept and types of FP</li> <li>• Existing policies and programs on Family Planning and abortion</li> <li>• Adolescent family planning</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Case studies</li> <li>• Group work (each group to discuss one topic and present in class)</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 3 and 4 pp. 71-135</li> </ul>
3. Infections and reproductive health	<p style="text-align: center;"><b>DAY 3</b></p> <ul style="list-style-type: none"> <li>• Concepts and Types of major SRH infections</li> <li>• Existing policies, programs and challenges in the intersection between infections and RH (PMTCT, VCT, PICT, CTC etc.)</li> <li>• Malaria in pregnancy</li> <li>• STIs (HPV, Syphilis) and other infections (schistosomiasis, STH) and SRH</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Audiovisual presentation and discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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<sup>2</sup> Lecturers to provide core and further readings for their topics (text books, policy documents, articles, etc.)

	<ul style="list-style-type: none"> <li>• HIV/AIDS</li> </ul>		
4. Gender and reproductive health	<p style="text-align: center;"><b>DAY 4</b></p> <ul style="list-style-type: none"> <li>• Gender, culture and masculinity in RH</li> <li>• Fistula, care and gender</li> <li>• Female circumcision</li> <li>• Gender-based violence</li> <li>• Infertility</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Audiovisual presentation and discussion</li> <li>• Group work (each group to discuss one topic and present in class)</li> </ul>	<ul style="list-style-type: none"> <li>• Richey, LA Chapters 5+6 pp. 137-209</li> </ul>
5. Social, political and economic issues surrounding reproductive health	<p style="text-align: center;"><b>DAY 5</b></p> <ul style="list-style-type: none"> <li>• Politics of RH and AIDS- the global perspective</li> <li>• Existing national programs and challenges in a social, political and economic context (adolescent health, HIV prevention, gender violence, abortion, fistula, reproductive cancers)</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Richey, LA chapter 2pp. 27-70 and chapter 7 pp. 209-222</li> </ul>