“A woman’s health is her total well-being, not determined solely by biological factors and reproduction, but also by effects of work load, nutrition, stress, war and migration, among others”
-- van der Kwaak, 1991

I. Course Description

The purpose of this overview course is to examine women’s health conditions, programs, services, and policies in developed and developing countries. Global health issues will be presented in the context of a woman’s life, from childhood, through adolescence, reproductive years, and aging. The course content will emphasize social, economic, environmental, behavioral, and political factors that affect health behaviors, reproductive health, chronic and acute diseases, premature mortality and longevity. The course will have three areas of focus: (1) how cultural definitions of women’s status affect health and well-being; (2) the measurement and interpretation of women’s health indices; and (3) programs and policies that affect women’s health (with an emphasis on global policies and funding). Central to the course materials and discussions will be consideration of how race, ethnicity, class, culture, and gender shape women's health outcomes. The course will provide a mixture of lecture, media viewing, in-class critical thinking assignments, and out-of-class readings.
This course fulfills an elective requirement for the 7-credit Health Disparities Interdisciplinary Concentration (HDIC). The HDIC addresses the unequal burden of health risks, morbidity and mortality experienced by minority cultural and social groups in the U.S., as well as unequal quality of and access to healthcare.

**Competencies**

The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

**Domain 1: Analytic/Assessment Skills**

1.1. Assesses the health status of populations and their related determinants of health and illness
1.2. Generates variables that measure public health conditions
1.3. References sources of public health data and information

**Domain 6: Public Health Science Skills**

6.6. Retrieves scientific evidence from a variety of text and electronic sources
6.7. Determines the limitations of research findings
6.9. Contributes to building the scientific base of public health

**II. Course Prerequisites**

Graduate level student in public health, nursing, social work, women's studies, medicine, international studies, child development, and other social sciences and health disciplines. Students in other areas of study may be enrolled with instructor consent.

**III. Course Goals and Objectives**

At the completion of this course, the student should be able to:

- Describe major public health problems for women, relative to public health programs and policies. For example, if asked what type of contraceptive services should be available to women, the student should be able to provide a cogent discussion of the specific reproductive risks of women in a specific region of the world.
- Understand the terminology and vocabulary used in the women's health literature and how the meaning and importance of terms vary internationally.
- Identify major data sources for women's health that allow cross-country comparisons.
- Understand data collection and measurement problems can affect the validity of data about some health indicators.
- Appreciate the ramifications of social conditions on women's health in developed and developing countries.

**IV. Methods of Instruction and Work Expectations**

The course will take place over four days. For each day, students are expected to:

1. Attend class in order to listen to lecture presentations by Dr. Hellerstedt (and guests), participate in discussions and in-class activities.

2. Carefully read all of the required readings. While the course is taught in a compressed format, it is optimal to read the required readings as the class proceeds in order to get the most from the in-class lectures and assignments.

3. Pre-class assignments. There are no pre-class assignments, but because this is a 4-day class given over a one-week period it would make sense to try to do the readings ahead of time and, most important, begin...
work on the informal handout that is due on the last day of class (Friday, June 12). This project is described more fully at the end of the syllabus.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site
- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

The readings are required (unless identified as optional). There is no textbook for the course.

VI. Course Outline/Weekly Schedule

Monday: Overview of women’s health
Introductions to course and to one another
Overview
Health indicators
Gender and sex

Required reading: (readings may be modified in May 2015):

Optional reading: (readings may be modified in May 2015):

Tuesday: Reproductive health: A sentinel health indicator for women
Reproductive health indices (e.g., infertility, STIs) and populations (e.g., adolescents, sex workers)
Pregnancy health
Maternal Mental Health

Required reading: (readings may be modified in May 2015):

Optional reading: (readings may be modified in May 2015):


Optional viewing:
"Why Did Mrs. X Die, Retold." Available at: http://vimeo.com/50848172

Wednesday: Social influences and women’s health

Violence
Born a Rich Girl
Born a Smart Girl
Born a Pretty Girl

Required reading: (readings may be modified in May 2015):

Optional reading: (readings may be modified in May 2015):

Friday: Environmental influences on health/student presentations

How do we define environment? How can the physical and chemical properties of the environment influence health (e.g., endocrine disruption; exposure to natural and human-made disasters)?
Health indices of middle-aged and older women
Small groups: student presentations

Optional viewing:
- "Why Did Mrs. X Die, Retold." Available at: http://vimeo.com/50848172
Required reading: (readings may be modified in May 2015):


Optional reading: (readings may be modified in May 2015):


VII. Evaluation and Grading

Students must complete all of the following requirements to earn a passing grade in the course:

A. Attend all class sessions, 50% of the total grade (12.5% for each day. Thus, if student misses a day, s/he will loss 12.5% of grade; two days would mean losing 25% of grade, etc.).

B. Complete all of the assigned readings.

C. Informal in-class presentation about a women’s health issue on the last day of class (June 12) worth 50% of the total grade. This is an informal presentation that students will give in a small group of approximately 4 people. Its purpose is to give students an opportunity to organize an informal handout that will allow them to succinctly (10-15 minutes) educate others about one of the following broad areas: (1) a marker of women’s health (e.g., fertility; STIs—a specific STI is best; abortion; sterilization; maternal mortality; breast cancer; menopause)—students may describe either the magnitude of the health condition or how it can best be measured; (2) a program or intervention approach, or a health-care access issue (e.g., treatment of HIV-positive mothers in Africa or urban United States; prenatal care in Northern Europe; contraceptive access in Eastern Europe); or (3) a policy or initiative that affects the provision of women’s health services (e.g., major statements from the Beijing or Cairo conferences).

The goal of this project is to share evidence-based information. The student should produce a 2-page (it could be longer) handout for her/his small group members and Dr. Hellerstedt. A good handout would have a small bibliography with relevant articles and websites. These handouts do not have fancy graphics (unlike a factsheet) but they should be well organized and informative (like a factsheet). Think about what you would prepare in a small seminar class if you wanted to teach and stimulate conversation. This is a chance for the student to investigate a topic of interest more deeply and organize materials in a way that would facilitate educating peers. Grades will be based on presence in class to give the informal presentation (30%) and the quality of the handout (20%) in terms of accuracy, references to peer-reviewed literature, comprehensiveness, objectivity, and grammar/spelling. This project is described more fully at the end of the syllabus.

E. There will be no opportunity for "extra credit."

F. Students are encouraged to participate in the discussion board on the course website beyond the assigned questions.

G. Make-up Policy: It is very important to have assignments completed on time. If you are unable attend class, especially the last day of class, it is likely you will not pass the course. Because this is only a 1-week class, involving only one major assignment and daily small-group work, no deadline extensions will be granted.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>50%</td>
<td>6/12/15</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>50%</td>
<td>6/8-6/12/15</td>
</tr>
</tbody>
</table>

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Points/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>95-100 points and/or percent</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>90-94 points and/or percent</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>87-80 points and/or percent</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>83-86 points and/or percent</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>80-82 points and/or percent</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>77-79 points and/or percent</td>
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<tr>
<td>C</td>
<td>2.000</td>
<td>73-76 points and/or percent</td>
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<tr>
<td>C-</td>
<td>1.667</td>
<td>70-72 points and/or percent</td>
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<tr>
<td>D+</td>
<td>1.333</td>
<td>65-69 points and/or percent</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>55-64 points and/or percent</td>
</tr>
<tr>
<td>F</td>
<td>1.000</td>
<td>&lt;55 points/percent</td>
</tr>
</tbody>
</table>

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the
instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES
School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”
Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EQ_AA.pdf.
Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development–Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take
reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Template update 9/2014

IX. Global Health Links and Resources

The best resource is one created by my students in another class. It is a lengthy resource list of global health (mostly reproductive) resources. It is on the website on the home page in a folder called RESOURCES. Other good websites (all of which are included in the resource list) are:

Center for Reproductive Rights
http://www.reproductiverights.org/ww_issues.html

Engender Health
http://www.engenderhealth.org/ia/cbc/index.html

Entre Nous The European Magazine for Sexual and Reproductive Health
http://www.euro.who.int/entrenous

Family Care International (Publications, Training Materials)

Family Health International (Interventions, Research, Training, Publications)

Guttmacher Institute (Publications, Reports, Fact Sheets, Policy Statements)
http://www.guttmacher.org/

(Guttmacher Institute) International Family Planning Perspectives Archives
http://www.guttmacher.org/journals/lfpp_archive.html

Reproductive Health Initiative in Asia (Background for Monitoring and Evaluation, PDF)
http://www.asia-initiative.org/pdfs/m_and_e_manual.pdf

EU/UNFPA Reproductive Health Initiative for Youth in ASIA (RHIYA)
http://www.asia-initiative.org

International Consortium for Emergency Contraception (Publications, policy statements, advocacy, resources)
http://www.cecinfo.org/

International Planned Parenthood Federation
http://www.ippf.org/en/

International Reproductive Health Survey Reports (Centers for Disease Control and Prevention)
http://www.cdc.gov/reproductivehealth/Surveys

International Women’s Health Coalition
http://www.iwhc.org/resources/bushsotherwar/index.cfm

Pathfinder International (International demographics, Initiatives, Policies, Advocacy, Publications on Reproductive Health and Access)
http://www.pathfind.org/site/PageServer
This project is due the last day of class, June 12, 2015. Students are asked to prepare a handout about a women’s health topic to informally present to 3-4 other students in small groups. Students will bring in 3-4 copies of their handout and informally walk through the handout and field questions, for about 15 minutes, about the topic. ANY women’s health topic is appropriate. ANY legitimate women’s health topic is also a “global” topic—do not feel confined to a topic that focuses on the developing world. You may choose, for example, topics like correlates of repeat adolescent childbearing in the U.S., trends in Caesarian deliveries in the UK over the last decade, or cervical cancer epidemiology in the Ukraine. If you have any questions about the legitimacy of your topic, e-mail Hellerstedt at helle023@umn.edu. The most successful handout will have a rather limited focus—you only have a couple pages, remember!

Choose a topic that is of interest to you—use the class assignment to give yourself permission to explore something you want to know more about.

What is the handout?
It should be like a factsheet (except it doesn’t have to have fancy graphics)—i.e., an “at-a-glance” tool. In public health, factsheets are used to convey health information to the public or to providers; they are also used to educate key stakeholders and legislators about policy or program needs.

The best handout summarizes a topic using evidence-based resources (e.g., peer-reviewed journals, government reports) and gives the reader an idea of where to look for further information.

The purpose of your handout should be to educate other students by providing a basic, comprehensive, and outline of your topic.

Who is the target audience?

For the purposes of this exercise, the audience is graduate students who have some background in public health and/or reproductive health. Thus you will prepare your handout for an audience of educated and informed individuals who understand the basic language of public and women’s health, but may not know anything about your topic.

What are the elements of your handout?
It should be about two pages long, although it may be longer. Components include the following:

- Your name and month/year of development on the top line (i.e., Wendy Hellerstedt/June 2015)
- The title of the handout (I suggest in larger font than the rest of the text, in boldface and centered)
The text of the handout should be single-spaced. If you can include one or two graphics, include some white space, or even put some text in a box, so you have a more visually engaging handout.

Use 12-point font (10-point is the smallest): you want it to be readable. I don’t care what kind of font you use.

The handout must be self-contained; do not refer to previous documents and assume that the reader has read them.

Use bullet points, instead of many sentences in paragraph form, when you can.

Subheads should be in bold face and they should be descriptive, allowing the reader to get a good sense of the outline for the handout.

You might want to start with a 25-50 word summary paragraph, which should contain the main points of the handout. The summary should be 3-4 sentences that include a:

- Short and simple definition of the topic (e.g., endometriosis is a condition that affects women…)
- One or two clarifying sentences (e.g., an outline of symptoms, who is affected, health effects)
- A concluding statement that will encourage the reader to read the handout.

It is usually easiest to write this summary after writing the article.

Text of the handout. The main body of the handout should have several subheads and, for best effect, one or two graphics, boxes, or figures with data. All statements of fact should be referenced, with legitimate references, in the text. For space, I suggest using numbered references in the text.

Conclusion. A strong handout will have a 3-6 sentence conclusion, summarizing major points and perhaps encouraging the reader to seek further information (and you will provide guidance about that!) or to simply take the topic seriously (conclusions can pull at the heart strings!).

References or citations For Further Information (e.g., a short bullet-pointed list of articles or legitimate resources for further information). If you cite references in the text (and you should!), I suggest you have a numbered list and follow a conventional reference style (e.g., Vancouver, which is the style you see in many medical and public health journals).

This reference style is described at http://www.lib.monash.edu.au/tutorials/citing/vancouver.html.

Important

- Do not use other factsheets as resources for your handout. Get information from legitimate sources (e.g., peer-reviewed articles, government websites, legitimate organizations). Exceptions may be that legitimate sources summarize information on handouts.
- Write your handout in your own words; concerns about plagiarism extend to this assignment.
- Proof your handout to assure that you have no errors in grammar or spelling. Such errors can make the reader distrust the information you are providing.
- Write with a professional style (e.g., do not use jargon).
- Write in the third person.

Examples

While this assignment is asking you to produce a handout, factsheets provide the best examples of what is being asked for. Factsheets, however, often involve fancy graphics and formatting. I do not want you to struggle with that. What is relevant about factsheets is how they cover topics and provide information. You will thus want to present factsheet-like text. You may certainly have graphs (tables and figures reproduced from other sources) and, in fact, such things will likely improve your handout. However, you do not have to fuss with photos and fancy styling, as one sees with professionally produced factsheets. I think you have all seen factsheets that you thought were useful. Think about why you like certain factsheets and consider including those elements in your handout. I have listed many sources for you to check out if you want some ideas about good factsheets (my single frustration is that some “good” sheets that have nice construction and great information don’t always include references.)


3. Child Trends has some great factsheets, http://www.childtrends.org/, but they don’t consistently include references. Look at a recent factsheet on forced sexual intercourse for an example of a nicely constructed sheet (but no references!), http://www.childtrends.org/Files//Child_Trends-2008_09_10_FS_ForcedSex.pdf and contraceptive use (based on a single article, which was not well referenced!), http://www.childtrends.org/Files//Child_Trends-2008_02_20_FS_ContraceptiveUse.pdf.


5. The U.S. site for women’s health has some good factsheets, http://www.4woman.gov/pub/.


8. WHO has many factsheets: http://www.who.int/mediacentre/factsheets/en/. I like the construction of many of them, EXCEPT for the absence of references on some of them. For content and construction, look at female genital mutilation, abortion and breast cancer, condoms (effectiveness of latex condoms), contraception (emergency contraception), and the environmental health of children and mothers.

**Evaluation Criteria**

You will receive 0-20 points for the quality of your handouts (and an additional 30 points for informally presenting it to a few students in class). I will use the following evaluation criteria and will assign between 0-5 points for each of the following four items:

- **Organization and accessibility**: does the information flow well? Does it flow in a logical manner?
- **Comprehensiveness**: does the handout appear to contain relevant information about the topic? Are there important gaps in information?
- **Writing**: is the handout well written (e.g., free of errors in grammar or spelling)?
- **Accuracy and relevance**: does the information appear to be accurate and current? Are the data sources appropriate? Are there in-text citations of statements of fact?