COURSE DESCRIPTION
The purpose of this course is to examine topics in women’s health in the United States; the programs, services, and policies that affect women’s health; and methodological issues in research about women’s health. The course content will emphasize the social, economic, environmental, behavioral, and political factors associated with women’s health. We will particularly focus on the epidemiology, measurement and interpretation of these factors, and how these factors can be translated into interventions, programs, and policy. Students will be encouraged to think critically about the social context in which women’s health is researched and addressed, and to consider how public health and medicine can give appropriate attention to health problems that uniquely burden women without pathologizing women’s bodies.

The course is an overview course of a broad topic area. Because this course is only 14 sessions long, some topics will not be covered in depth and some topics may not be covered at all. To satisfy student curiosity, assignments have been developed to encourage students to examine topics that are of particular interest to them that may not otherwise be covered.

Acknowledgments
The contents of PubH 6675 were originally developed by Dr. Wendy Hellerstedt and much of the course content and character is owed to her. Dr. Jaime Slaughter-Acey, the current instructor, and Dr. Susan Mason have been involved with the majority of recent content and modifications.

COURSE PREREQUISITES
The course is appropriate for Public Health or Graduate Schools students. Students are expected to write at a graduate level and be aware of conventional methods of writing in the biomedical or social sciences.

COURSE GOALS & OBJECTIVES
While the course is available to all graduate students—and in fact, is enhanced by a diversity of learners—the approach will be a public health approach (i.e., assessment, assurance, and advocacy). At the completion of this course, the student should be able to:

- Describe major issues in women’s health from a life course perspective.
- Identify major demographic, behavioral and environmental factors that are associated with women’s health and how such factors may be addressed in public health interventions, programs, and policies.
• Identify trends in major health conditions that affect women in the United States.
• Identify medical and public health practices that promote women's health.
• Analyze and articulate the public health implications of a women’s health problem.
• Define the terminology and vocabulary used in the women’s health literature.
• Articulate how data collection and measurement can affect the validity of women’s health indicators.
• Describe the value and limitations of various tools that are used to measure and monitor women’s health.
• Articulate the ways that the social and historical context shapes the ways that women’s health is defined, prioritized, and addressed.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

A. Course Format

Class sessions will include lecture, discussion, and in-class exercises, to accommodate a diversity of learning styles.

B. Expectations of Students

The following expectations are basic requirements for earn a passing grade in the course.

1. Assigned readings. It is critical that students read the assigned materials before class so that they can fully understand the lecture material and are prepared to engage in discussion. The readings complement and expand on lectures, and thus attending the lectures alone will not be sufficient to fully understand the material, participate in discussion, or satisfactorily complete assignments.

2. Course assignments. Students are expected to complete the assignments, described in the next section, and to turn them in to Dr. Slaughter-Acey by the stated due date. Extensions due to legitimate extenuating circumstances (serious medical issues, family emergency) will be considered, but only if requested prior to the due date.

5. Attendance. There are only 14 class periods and it is expected that students attend each class. Attendance is not graded, but in-class exercises are. Students are expected to participate in (be in attendance for) at least 8 in-class activities and to be present for the factsheet and final project presentations. This is the minimum expectation for passing the class. Lecture materials are not replicated in the readings and it is important for student learning that they participate in informal and structured student discussions and activities.

6. Timeliness. Students should do their best to arrive to class by the start time of 1:25 pm. Latecomers are disruptive and interrupt the flow of dialogue or lecture. Please make every effort to be on time, as a show of respect for the students and the instructor.

7. Personal computers and telephones in class. Use of personal computers or other electronic devices for any purpose other than classroom activities is not permitted. The use of such devices should be limited to note-taking during lecture and for presenting information during in-class exercises if necessary. Because discussion is an important source of learning, and use of personal electronic devices can be a barrier to such interaction, use of devices should be kept to a minimum. Non-class uses of personal computers or smartphones, such as checking or responding to e-mails, should not occur during class time. Consistent with University policy (https://policy.umn.edu/education/studentresp), Dr. Slaughter-Acey reserves the right to ask students to turn off devices if they are being used inappropriately. Students who fail to comply with such requests may be asked to leave the classroom.

8. Public health writing conventions. Students are expected to write at a graduate level and to conform to conventions in public health scientific writing. This includes the use of Vancouver style for all references. The Vancouver reference style is described at http://guides.lib.monash.edu/citing-referencing/vancouver and used in most medical and public health journals. Points will be deducted from writing assignments if Vancouver style
is not used. It is essential that students learn how to cite the literature following the norms of their chosen field of public health.

8. Plagiarism. Students are expected to appropriately reference the words, concepts, and data from others. Students are expected to understand what plagiarism is and to be able to avoid it in their own writing. Any assignment in which there is evidence of plagiarism will receive a grade of 0.

Learning Community
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS
The course website will have links to course readings, a copy of the syllabus, copies of assignments, and course lecture slides. Dr. Slaughter-Acey will post readings at least one week in advance of the class period for which they are assigned. Lecture slides will be posted shortly before the class period. To get to the course site, log in to the myU portal (https://www.myu.umn.edu/). Locate the link for your course site under MY COURSES AND TEACHING. Use your University of Minnesota Internet ID and password to log in. This is the same ID and password you use to get your e-mail at the University. If you are a new student and have never used your Internet ID, go to https://www.umn.edu/initiate to initiate your account. If you are a staff member at the University of Minnesota, use your student Internet ID, not your staff Internet ID. If you do not know your Internet ID and password or have other problems, contact the Technology Helpline at (612) 301-4357.

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at https://www.lib.umn.edu/pim/citation.
# COURSE OUTLINE/WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Week 1 Sept 4-Sept 6</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| **Weekend**         | **Wednesday** | - Student and instructor introductions  
- Review of syllabus  
- Women’s health: where we are and where we came from  
- The life course model as a framework for women’s health research and practice (if time)  
- How to prioritize women’s health without pathologizing women?  
- Major health conditions and exposures: assessing magnitude and impact  
- Policies that affect women’s health, with a focus on the ACA  
- *(Optional)* Halfon N, Larson K, Lu M, Tullis E, Russ S. Lifecourse health development: past, present and future. *Matern Child Health* 2014;18(2):344-365. | In-class activity #1 (complete activity sheet before Friday class): Discuss your understanding of the life course approach in understanding health outcomes/disease risk. Think about how you would approach studying or intervening on a health outcome (e.g., obesity). |

<table>
<thead>
<tr>
<th>Week 2 Sept 11-Sept 13</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| **Wednesday**          | - How do major indicators of health vary between women and men?  
- What is gender? What is sex?  
- How do they affect health?  
In-class activity #3 (complete activity sheet before Friday class): |
- What do we mean by “race” and “socioeconomic status”?
- What are the major differences in major women’s health outcomes in the U.S. across race and SES? How does SES over the life course affect risk for disease?
- How do assumptions about race, SES, and “otherness” influence public health interventions, policies, and medical practice?
- What is stigma?


Optional

Friday
- Read ONE of the following:

Discuss Bayer article. Is it possible to do effective and culturally-responsive public health?
### Part II: Women’s environments and their associations with health

#### Week 3 Sept 18-Sept 20

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
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</table>
| **Wednesday** | **Men and women’s differential exposures**  
  - Responses to toxic exposures over the life course  
  - How well do we understand—and measure—toxic exposures? |
| **Friday**    | **Familial and intimate-partner violence: measurement, associations with health**  
  - How are social networks defined? What are their implications for health?  
  - What is the influence of women as caregivers on health care, health status, and stress?  

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In-class activity #4 (complete activity sheet before Wednesday class):
- About 20 minutes of class time: Spend some time on the Office of Women’s Health page (https://www.womenshealth.gov/), CDC Women’s health FastStats page (https://www.cdc.gov/nchs/fastats/womens-health.htm), and HRSA’s Women’s Health USA 2013 page (https://mchb.hrsa.gov/whusa13/index.html) and get a sense of what kind of data are available on women’s health from these government agencies. Look through the Women’s Health 2015 Chartbook State Profiles found here http://52.207.219.3/chartbook/ChartbookData_search.asp (or go directly: http://52.207.219.3/chartbook/images/StateProfiles_Chartbook2015Edition.pdf). Think about why there may be geographic and/or race differences in risk for some women’s health issues. To do so, you may want to (1) examine the profile of women’s health for Minnesota. Bring the information to class (or have it as a PDF on your computer). Discuss MN disparities, by race. (2) Look at another state and compare specific data to Minnesota. Consider the possible reasons for differences.
2014-205149.


- Optional Cable N, Bartley M, Chandola T, Sacker, A. Friends are equally important to men and women, but family matters more for men's well-being. J Epidemiol Community Health 2013; 67(2):166-171.


- About 15 minutes of class time: Select one of the readings for today and pose questions or express comments about it.

In-class activity #5 (complete activity sheet before Friday class):

- About 20 minutes of time: Go to CDC’s Health, United States, 2016 at https://www.cdc.gov/nchs/data/hus/hus16.pdf. Find one table or graph of interest to you and make copies to share in a small group. Be prepared to discuss why there may be age or race disparities in a health outcome among women or why there are differences in the outcome between men and women (think about gender and sex).

- About 15 minutes of class time: Select one of the readings for today and pose questions or express comments about it.

Part III: Major health conditions in women

<table>
<thead>
<tr>
<th>Week 4 Sept 25-Sept 27</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What conditions and outcomes fall under the reproductive health umbrella?</td>
</tr>
<tr>
<td></td>
<td>Reproductive health indicators</td>
</tr>
<tr>
<td></td>
<td>Differences in reproductive risk across populations</td>
</tr>
<tr>
<td></td>
<td>Prevalence and risk factors for key reproductive health outcomes in the US</td>
</tr>
<tr>
<td>Friday</td>
<td>Health conditions of young and middle-adulthood in women</td>
</tr>
<tr>
<td></td>
<td>Autoimmune, symptom-based, and idiopathic conditions disproportionately affecting women</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
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</thead>
</table>

In-class activity #6 (two activities; complete activity sheet before Wednesday class):

- About 20 minutes of class time: Go to CDC’s page for National Survey of Family Growth (NSFG) data, http://www.cdc.gov/nchs/nsfg/key_statistics.htm. Select one topic of interest, click on it and bring one table or graph for you and 3 other students to discuss. You will note that, depending on the topic, some data are as old as 2002 (the most current data are from the 2011-2015 cycle of the survey). Go to the general page for NSFG, http://www.cdc.gov/nchs/nsfg.htm.


Friday


to get a sense of the most recent publications (feel free to select your table/topic from one of them).

- OR -

Go to the Guttmacher Institute, http://www.guttmacher.org/, and find data on a topic of interest to you. Print a table or graph for you and 3 other students to discuss.

• About 15 minutes of class time: Select one of the readings for today and pose questions or express comments about it.

In-class activity #7 (two activities; complete activity sheet before Friday class):

• About 20 minutes of class time: Find some data via one or more the following websites that interests you about the health of young and middle-aged women. Bring copies to class.
  Option 1: National Health Interview Survey https://www.cdc.gov/nchs/nhis/SHS/tables.htm
  - OR -
  - OR -
  Option 3: Simply Google and see if you come up with some interesting and relevant data about young/middle-aged women. E.g., the NIDDK site about obesity and overweight, http://www.niddk.nih.gov/health-information/health-statistics/Pages/overweight-obesity-statistics.aspx.

Make sure that, whatever your source of data, you know what the sample was, when it was drawn, how things were defined, etc.
<table>
<thead>
<tr>
<th>Week 5 Oct 2-Oct 4</th>
<th><strong>Wednesday</strong></th>
<th><strong>Friday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health conditions of young and middle-adulthood in women</strong></td>
<td><strong>Introduction and Chapter 1 of: Judith Herman. <em>Trauma &amp; Recovery</em>. New York: Basic Books, 1997.</strong></td>
<td><strong>Definition of cancer</strong></td>
</tr>
<tr>
<td><strong>Types of cancer</strong></td>
<td><strong>Krans EE, Patrick SW. Opioid use disorder in pregnancy: health policy and practice in the midst of an epidemic. <em>Obstetrics &amp; Gynecology</em>. 2016 Jul 1;128(1):4-10.</strong></td>
<td><strong>Unique risks for women</strong></td>
</tr>
<tr>
<td><strong>Optional:</strong> Tarasuk V, Mitchell A, McLaren L, McIntyre L. Chronic physical and mental health conditions among adults may increase vulnerability to household food insecurity. <em>J Nutrition</em> 2013;143(11):1785-93.</td>
<td><strong>Agénor M, Krieger N, Austin SB, et al. Sexual orientation disparities in Papanicolaou test use among US women: the role of sexual and reproductive health services. <em>Am J Public Health</em> 2014;104(2):e68-e73.</strong></td>
<td><strong>In-class activity #8 (complete activity sheet before Wednesday class):</strong> <em>Critical thinking activity: mental health, substance use and pregnancy. Is it appropriate (i.e., is there a rationale) to have a public health policy encouraging directive counseling about contraception to women who may not be prepared to parent because of mental illness and/or substance abuse? If not, why not? If so, how do we identify women for directive counseling (and how do we provide it, monitor it, and evaluate its effects?).</em></td>
</tr>
<tr>
<td><strong>Dougan MM, Hankinson SE, Vivo ID, et al. Prospective study of body size throughout the life-course and the incidence of endometrial cancer among premenopausal and postmenopausal women. <em>Int J Cancer</em> 2015;137(3):625-637.</strong></td>
<td><strong>Mays D, Tercyak, KP. Framing indoor tanning warning messages to reduce skin cancer risks among young women.</strong></td>
<td><strong>About 20 minutes: Go to CDC’s site for cancer data at <a href="http://www.cdc.gov/cancer/dcpc/data/">http://www.cdc.gov/cancer/dcpc/data/</a>. Find one table or graph of interest to you and make copies to share in a small group. Be prepared to discuss why there may be age, sex, or race disparities in cancer incidence, prevalence, or mortality. Also play around with other cancer data sites (e.g., <a href="http://www.cdc.gov/nchs/fastats/cancer.htm">http://www.cdc.gov/nchs/fastats/cancer.htm</a>) to expand your knowledge about cancer data resources.</strong></td>
</tr>
<tr>
<td><strong>About 15 minutes of class time: Select one of the readings for today and pose questions or express comments about it.</strong></td>
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<td><strong>About 15 minutes of class time: Select one of the readings for today and pose questions or express comments about it.</strong></td>
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<tr>
<td>Week 6 Oct 9-Oct 11</td>
<td><strong>Wednesday</strong></td>
<td><strong>Friday</strong></td>
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<tr>
<td>---------------------</td>
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<tr>
<td></td>
<td>FactSheet Presentations</td>
<td>Sands-Lincoln M, Loucks EB, Lu B, et al. Sleep duration, insomnia, and coronary heart disease among postmenopausal women in the Women's Health Initiative. J Women's Health 2013; online.</td>
</tr>
<tr>
<td></td>
<td>Definition of cardiovascular disease</td>
<td>Taylor HS, Manson JE. Update in hormone therapy use in menopause. The Journal of Clinical Endocrinology &amp; Metabolism. 2011 Feb 1;96(2):255-64.</td>
</tr>
<tr>
<td></td>
<td>Shared risk factors with cancer</td>
<td>Hormone Replacement Study A Shock to the Medical System. NYTimes, July 10 2002.</td>
</tr>
<tr>
<td></td>
<td><strong>Friday</strong></td>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td></td>
<td>Social changes of aging</td>
<td><strong>Project Presentations</strong></td>
</tr>
</tbody>
</table>
SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

A. The final grade for the class will reflect the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factsheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail topic to Dr. Slaughter-Acey</td>
<td>0%</td>
<td>9/20</td>
</tr>
<tr>
<td>Factsheet turned in and copied for small group</td>
<td>25%</td>
<td>10/09</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>10/09</td>
</tr>
<tr>
<td>Factsheet evaluation of peer work</td>
<td>10%</td>
<td>10/16</td>
</tr>
<tr>
<td>In-class activity participation (5% x 8)</td>
<td>40%</td>
<td>see schedule</td>
</tr>
<tr>
<td>Final project (written)</td>
<td>15%</td>
<td>10/18</td>
</tr>
<tr>
<td>Presentation of final project to small group</td>
<td>5%</td>
<td>10/18</td>
</tr>
</tbody>
</table>

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

<table>
<thead>
<tr>
<th>% In Class</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100%</td>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>90 - 92%</td>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>87 - 89%</td>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>83 - 86%</td>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>80 - 82%</td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>77 - 79%</td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>73 - 76%</td>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>70 - 72%</td>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>67 - 69%</td>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>63 - 66%</td>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>&lt; 62%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>
• A = achievement that is outstanding relative to the level necessary to meet course requirements.
• B = achievement that is significantly above the level necessary to meet course requirements.
• C = achievement that meets the course requirements in every respect.
• D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
• F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
• S = achievement that is satisfactory, which is equivalent to a C- or better
• N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

<table>
<thead>
<tr>
<th>Evaluation/Grading Policy</th>
<th>Evaluation/Grading Policy Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Dishonesty, Plagiarism, Cheating, etc.</td>
<td>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 (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a>.</td>
</tr>
<tr>
<td>Late Assignments</td>
<td>Students are expected to complete the assignments, described in the next section, and to turn them in to Dr. Slaughter-Acey by the stated due date. Extensions due to legitimate extenuating circumstances (serious medical issues, family emergency) will be considered, but only if requested prior to the due date.</td>
</tr>
<tr>
<td>Attendance Requirements</td>
<td>There are only 14 class periods and it is expected that students attend each class. Attendance is not graded, but in-class exercises are. Students are expected to participate in (be in attendance for) at least 8 in-class activities and to be present for the factsheet and final project presentations. This is the minimum expectation for passing the class. Lecture materials are not replicated in the readings and it is important for student learning that they participate in informal and structured student discussions and activities.</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>In the interest of fairness, Dr. Slaughter-Acey will not negotiate grades.</td>
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</tbody>
</table>

**MCH PROGRAM COMPETENCIES**
<table>
<thead>
<tr>
<th>Competency</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCH1 Use publically available data to appraise and/or prioritize important health issues for specific MCH populations, including place, race, and status disparities in health and wellness.</td>
<td><strong>Factsheet Assignment:</strong> Students will prepare and present a factsheet on a topic relevant to women’s health (disease, exposure, program, or policy) that is of interest to them. Students will (1) research a topic of interest and summarize findings into a factsheet that will be shared with the class; (2) present the factsheet findings informally in small groups; and (3) evaluate the factsheets of 3 other students.</td>
</tr>
<tr>
<td>MCH2. Describe and weigh the role of social determinants of health as they affect women, infants, children, adolescents, and/or pregnant and parenting families, including their contribution to disparities in health.</td>
<td><strong>In-class Activity #1 through #10:</strong> Student will participate in small group discussions each week that are center on a reading related to the week’s topic.</td>
</tr>
<tr>
<td>MCH4. Explain concepts and elements of the life course health development framework and argue for its integration in MCH programs or policies.</td>
<td><strong>In-class Activity #1 though #10:</strong> Student will participate in small group discussions each week that are center on a reading related to the week’s topic.</td>
</tr>
</tbody>
</table>
| MCH6. Locate and use scientific literature sources to formulate an important MCH practice, research, or policy question, and/or to present a rationale for MCH policies and programs. | **Factsheet Assignment:** Students will prepare and present a factsheet on a topic relevant to women’s health (disease, exposure, program, or policy) that is of interest to them. Students will (1) research a topic of interest and summarize findings into a factsheet that will be shared with the class; (2) present the factsheet findings informally in small groups; and (3) evaluate the factsheets of 3 other students.  
**Final Project:** Students will develop a model for a policy or a program to prevent a health issue or otherwise promote health based on scientific evidence. Or, if a student feels that there is an important gap in the literature, s/he may identify a research question for an etiologic, descriptive, or qualitative research project. The project will be presented as 5-8 page paper; students will also have the opportunity of presenting their project to the class in small groups. |
| MCH10. Demonstrate the ability to work effectively in group discussions, meetings, and projects with individuals from diverse groups, and with cultural and linguistic proficiency. | **In-class Activities #1 through #10:** Student will participate in small group discussions each week that are center on a reading related to the week’s topic. |