

FPM 297
Gender Inequities and Global Health
Spring 2016

Instructor:

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Class Meetings

Wednesdays 9:00am – 12:00pm, MET 211

Office Hours

I do not hold regular office hours, but please call or email at any time as needed. We can talk by phone or schedule a meeting at our mutual convenience.

Course Description

This course is designed to give students an introduction to the major forms of gender inequities and how they affect the health of populations across the globe. Through lectures, classroom discussion sessions and assignments, students will develop skills needed to understand the scope, nature and health impacts of gender inequities, as well as those needed to plan, implement and evaluate interventions to prevent/reduce such inequities. My hope is that students who have completed this course will be prepared to undertake meaningful scholarly, programmatic or policy work in this emerging and growing subfield of public health and international development.

Course Organization

This course is designed to expose students to a broad array of important subtopics within the study of gender inequities as they affect health. Students will be introduced to a number of guest speakers, each experts in their respective fields. Class discussion, debates, student presentations, and readings will foster the examination of issues related to epidemiology, prevention, intervention, public policy, and research.

Teaching Principles

Actively involve students: Students will be asked to actively participate in discussions and present their work

Respect for differences of opinion: The class will be a safe space for students to express different perspectives that do not denigrate others

Course Textbook and Materials

There is no course textbook. Articles and pdfs may be downloaded from public websites or downloaded from PubMed via the UCSD system.

Grading Criteria

1. Class participation (45%)
 - a. prepared and timely attendance
 - b. ability to answer and pose questions, and contribute ideas and analysis relevant to the discussion informed in part by readings
 - c. build on others' comments with reinforcement/debate/new perspectives
2. Homework assignments
 - a. Critical review of research article (2 critiques - 10% each)
3. Final project & presentation (35%)

Guidelines for Critiques of Research Papers

Selected papers must:

1. Address a form of gender inequity and a form of health/development (broadly defined)
2. Not be a review and be empirical research, i.e., analyses of data (either primary or secondary) to answer a research question (includes evaluations of programs or policies)
3. Be in a peer-reviewed journal and available in PubMed
4. Be published in the last 10 years

Critique format:

1. Brief summary of the study (issue addressed, population, research design, major findings) - .5 page
2. Critique of research design 1.5 pages – describe concerns regarding some combination of:
 - a. biases in selection
 - b. methodologic concerns
 - c. measures and data collection – appropriate, valid, reliable
 - d. ethical concerns
 - e. clarity of results
 - f. discussion includes insights and potential implications for practice/policy
 - g. discussion does not obscure or misrepresent actual findings
3. How limitations described in your critique might be addressed/resolved in future research - .5 page
4. Contribution to state of knowledge/practice? Why or why not? - .5 page

Guidelines for Final Project

Goal: Develop a study to improve understanding of or response to a particular form of gender-based inequity within a specific population

Format: Paper: up to 12 double spaced pages, 12pt font (outline due 5/11; paper 6/1)
Class Presentation (either 5/25 or 6/1): 12 minutes using PowerPoint; 8 minutes of class questions/discussion (may need to shorten based on size of class)

Specific Aims (1-2 pages)

- Introduction and brief justification of your aims
- State 2 to 4 specific objectives of the study
 - include key research question, study design, sample size and setting
- Definitions if relevant
- Hypotheses if relevant, or exploratory questions
- Conceptual model if relevant

Background & Significance (3-4 pages)

- What do we know from the published literature and limitations of existing research that your study will advance (min 2 pgs)
- Why and how this project or study advances the state of knowledge
- Why this is the most appropriate design to gather this information

Design/methods (3-5 pages)

- Data Collection
 - Describe your participants (Who are they? How many? Eligibility criteria?) and setting for sample)
 - When, where and how you will recruit participants and collect data
 - Consent procedures
- Data Analyses
 - How you will use the data collected to inform hypotheses/exploratory questions?
 - Specific types of measures you will use and why these are most appropriate
- Timeline and resources needed for the project
 - 12 months maximum involving 2 graduate student-level researchers (Need to propose something *feasible*)!
- Dissemination Plan
 - How, where, when and to who you will present project findings

Human subjects (1-2 pages)

- Identify any risks posed by project to physical or emotional health of participants
- Identify any benefits directly realized by participants
- Specific procedures used to minimize risks to participants
- Specific procedures used to protect confidentiality of participants

Literature cited – does not count towards page limit – Index Medicus

	Date	Topic	Assignments Due
1	03/30/16	Brief Introductions, Review Syllabus, Goals and Assignments; History and Overview of Gender Inequity/GBV as a Public Health Issue	
2	04/06/16	Intimate Partner Violence Intervention: <i>Stepping Stones</i>	
3	04/13/16	Reproductive Coercion Intervention: <i>ARCHES</i>	
4	04/20/16	Trafficking for Sexual Exploitation Intervention: TBD Guest Lecture by Dr. Shira Goldenberg	Research Critique #1
5	04/27/16	Child Marriage Intervention: TBD Guest Lecture by Dr. Anita Raj	
6	05/04/16	Gender-based Household Maltreatment Intervention: <i>CHANCE</i>	Research Critique #2
7	05/11/16	Economic Coercion and Empowerment Intervention: TBD Guest Lecturer: Dr. Elizabeth Reed	Outline of Final Project (may be submitted earlier)
8	05/18/16	Sexual Assault Intervention: <i>Coaching Boys into Men</i>	
9	05/25/16	Research Ethics and Safety Final Presentations and Discussion	
10	06/01/16	Final Presentations and Discussion	Final Project