

POSTGRADUATE PROGRAMS
School of
**PUBLIC HEALTH AND
COMMUNITY MEDICINE**

PHCM9606

Gender and Health

Summer Term, 2010



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

Contributors

Dr Anna Whelan
Associate Professor
School of Public Health and Community Medicine
Tel: +61 (2) 9385 3593 Fax: +61 (2) 9385 1036
Email: a.whelan@unsw.edu.au

Dr Alison Rutherford
Lecturer
School of Public Health and Community Medicine
Tel: +61 (2) 9385 2510 Fax: +61 (2) 9385 1036
Email: a.rutherford@unsw.edu.au

Faculty of Medicine
University of New South Wales
UNSW Sydney NSW 2052

Contents

Course Outline

Welcome	1
Course staff	2
Course information	3
Learning and teaching rationale	3
Course aim	4
Assessment	5
Readings and resources	13
Continual course improvement	13
Additional support to students	14
Course schedule	17
Readings and references	18

Welcome

Welcome to Gender and Health! This course focuses on sexual and reproductive health, seen through the lens of gender. We deliberately take an international focus, with a particular emphasis on the Asia-Pacific region.

Sexual and reproductive health is important to understand in the context of public health, given that much of the morbidity and mortality attributable to sexual and reproductive health is preventable. Annually, more than half a million women die in childbirth or soon after, and 4 million babies die in the first month of life. HIV/AIDS is the leading global cause of death and loss of productive years of life for those 15-54 years of age.

Yet, sexual and reproductive health cannot be effectively understood without an understanding of gender: from before birth when a preference for sons puts baby girls at risk of infanticide; to childhood and adolescence when girls may receive less and worse food than boys and be more vulnerable to sexual abuse and exploitation; to the limited abilities of women of reproductive age throughout the world to control their fertility and sexuality leading to STI transmission and unwanted pregnancies and the concomitant health consequences. Men also experience health consequences as a result of gender: young men are particularly at risk of being both the victims and the perpetrators of violence; to date men have been more likely to contract and to die from HIV/AIDS; and beliefs about masculinity may lead to sexual risk taking which puts men at risk for other sexually transmitted infections.

And we cannot understand gender on its own without understanding the complex interactions between gender, socioeconomic status, ethnicity, location, sexuality etc. Not all men are privileged and empowered. Those men and women that cross sexual or gender boundaries remain discriminated against and in some cases persecuted in our region.

We look forward to exploring these issues further with you over the course.

Course staff

Course convenors

Associate Professor Anna Whelan

Ph: 9385 3593

Fax: 9385 1036

Email: a.whelan@unsw.edu.au

A/Prof Anna Whelan is a consultant to the WHO, UNFPA and AusAID and her international teaching, research and consulting experience includes work in China, Malaysia, Hong Kong, Vietnam, Indonesia, Solomon Islands, Thai-Burma border, Papua New Guinea, Uganda, Yemen, Kenya, USA and the UK. She worked as a consultant since 1987 for various health and social services agencies including public, private, local, state and federal government organisations in Australia.

In 2004 Anna was the team leader for part of the global evaluation of quality, use and access of reproductive health services for refugees.

Professor Whelan has a PhD in Public Health with a clinical background in health services (nursing/midwifery). Reproductive health in developing countries, in terms of clinical as well as management issues, remains a major focus of her research, training and capacity building.

Dr Alison Rutherford

Ph: 9385 2510

Fax: 9385 1036

Email: a.rutherford@unsw.edu.au

Dr Alison Rutherford is a public health physician and clinical doctor in sexual and reproductive health. She has Masters degrees in Public Health and Gender Studies. She is particularly interested in gender as a determinant of health, and in making explicit the ways that gender affects both men's and women's capacities to make choices around their sexual and reproductive health.

Dr Rutherford has broad public health interests, and has conducted research in the areas of infectious diseases, environmental health, women's health and gender based violence. She also works as a clinician at Family Planning NSW.

Teaching staff

This course is supported by other academics and clinicians with expertise in this area both within the School of Public Health and Community Medicine, more broadly throughout the Faculty of Medicine and its conjoint staff, and with visiting scholars.

We are particularly grateful for the input and expertise of **A/Professor Juliet Richters**, A/Professor of Sexual Health, School of Public Health and Community Medicine.

Other key teaching staff (in alphabetical order) are:

- **Dr Gabrielle Casper**, Private Gynaecologist; President Australian Women's Coalition; Past President Medical Women's International Association
- **Professor John MacDonald**, Foundation Chair in Primary Health Care; Co-Director, Men's Health Information and Resource Centre, University of Western Sydney
- **Dr Anna McNulty**, Sexual Health Physician; Director, Sydney Sexual Health Centre
- **Dr Christine Read**, Medical Director, Family Planning NSW

Course information

Units of credit

This course is an elective course of the Graduate Public Health and Health Management Programs, comprising 6 units of credit towards the total required for completion of the study program.

Pre-requisites

There are no pre-requisites for this course.

Learning and teaching rationale

The course is structured so that there will be opportunities for you to share your ideas, and challenge your thinking collaboratively with your peers. In the first session you will be paired with another student or a small team to help you refine your assignment topic. You will be expected to collaborate with peer/s over the following 2 months to enhance the collaborative experience and peer review each other's work.

Teaching Strategies

In this course, you will be taught by a range of experts in the field, with structured opportunities to develop your own ideas for investigating one particular issue relevant to sexual and/or reproductive health in the region. We aim to encourage a creating learning atmosphere that will stimulate your interest in this topic. The assessments are designed to further your skills whilst allowing you to pursue a topic of particular interest to you.

Course aim



This course aims to provide an overview of current concepts in sexual and reproductive health in the Asia Pacific region. The course also aims to introduce students to the skills necessary to conduct policy relevant research or evaluation in the region.

Course outcomes

This course should enable you to:

- Describe current priorities in sexual and reproductive health in the Asia Pacific region
- Explain the impact of gender on sexual and reproductive health outcomes
- Develop a policy relevant research or evaluation proposal in sexual and reproductive health in Australia or in a country in the Asia Pacific region; or investigate the ways gender has been and should be taken into account in sexual and reproductive health policy.

Online learning component



There is no formal online learning component for this course. You will be able to access the course outline online and you must submit your assignment topic and your assignment online. You may also use the discussion facility to communicate with your peers in the course.

Guidance for using My eLearning Vista

Guidance for using My eLearning Vista, including some basic tips, can be found at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/OnlineLearning>

You need to scroll down to find these documents which are pdf files. If you are still experiencing difficulties with My eLearning Vista, please contact the UNSW IT Service Desk for assistance.

Assessment

This course is assessed through the following tasks:

- 1. Workshop participation, presentation and topic development: 20%**
- 2. Assignment: 80%**

Participation in the workshop involves compulsory attendance for the whole of both days, presenting a group work topic and development of your assignment topic in collaboration with your allocated peer/s. If you cannot attend the workshop in full, you must negotiate another piece of work for 20% of the course marks.

Your assignment topic must be submitted on My eLearning Vista one week after completion of the course (ie by **Wednesday 9 December**)

The final assignment must be **submitted online** with a cover page by the end of January (**Sunday 31 January, 2010**). If you have any difficulty with submitting your assignment please email Dr Rutherford on a.rutherford@unsw.edu.au. (please note Dr Rutherford will be uncontactable between 9-18 January).

Details of assessment requirements

1. Workshop participation and topic development

You will be marked (High Distinction, Distinction, Credit, Pass or Fail) for participating in the workshop, developing your topic and submitting it on line one week after the workshop.

2. Assignment

You have 3 choices for your assignment. Please choose *either* Option 1 or 2 or 3 and clearly state which you have chosen. All assignments must include a comment on any peer feedback you received and how you incorporated this into your final assignment.

Option One: Research/Evaluation Proposal

Task description

This option provides you with the opportunity to develop a research or evaluation proposal on a topic of your choice, related to sexual and reproductive health in Australia or the Asia Pacific region. This choice will be useful to students working on a research project or wanting to implement a project within the coming months or years. You should use the time within the workshop to develop your ideas for this proposal in collaboration with your allocated peer. You should ensure that you have considered the relevance of gender in your proposal.

You may choose to use the AusAID Logical Framework Approach for developing and submitting your proposal:

<http://www.ausaid.gov.au/ausguide/pdf/ausguideline3.3.pdf>

If this is relevant it may help you to work through your proposal and the steps required for implementation.

If you decide not to use this tool, your proposal should contain information under the following headings:

- Title (one line):
- Background and justification (1-2 pages):
- Aim/s (bullet points):
- Research/evaluation question/s
- Proposed methods in more detail (1 page):
- Budget (one paragraph or table)
- Potential sources of funding and support (1-2 paragraphs)
- Perceived barriers to implementation (1-2 paragraphs)
- Expected benefits (1-2 paragraphs)

Either option should include a 1-2 paragraph section on peer feedback and how this was incorporated into your proposal. Your final proposal should be 2000- 3000 words (between 5-8 A4 pages as a guide)

Your proposal will be marked against the following criteria:

Relevance

- Choice and scope of topic are justified by epidemiological, social or other data
- There is a clear description of how the proposal is related to research or other initiatives in the area
- Barriers to implementation are considered

Critical skills

- There is a clearly defined hypothesis or research question
- The choice of method/s to be used is appropriate to the research or evaluation question
- The assignment demonstrates a questioning, rigorous approach

Expression

- There is a logical flow of ideas in your work
- Referencing is clear and appropriate
- Presentation is clear and concise

Option 2: A gender sensitive policy and program analysis

Task description

This option allows you to look in more detail at a particular topic related to sexual and reproductive health in a particular country, and to analyse the way that gender has been and should be taken into account in developing policy and program responses to the issue.

Choose one of the following topics:

1. HIV/AIDS
2. An STI of your choice
3. Adolescent sexual and reproductive health
4. Gender-based violence

Select a region or country in Australia or the Asia-Pacific region on which to base your assignment. Complete Parts 1-3 below.

Part 1 (approx 2000 words)

Conduct a literature review that allows you to answer the following questions related to your chosen topic.

Describe:

1. The burden of mortality and morbidity among men and women
2. How sex and gender affect or impact upon the risks of this disease or issue
3. Current and recent policy and program responses to this issue
4. The extent to which gender has been taken into account to date in government and other responses to this issue.

Part 2 (500-1000 words)

Prepare a 1-2 page briefing for the Minister for Health in the country you have chosen. In this briefing, you will provide a brief synopsis of this issue and responses to it, highlighting why an approach sensitive to gender is important, if you believe that it is. You will make specific recommendations to the Minister outlining what you think the next steps/priorities should be in addressing this issue from a public health and gender sensitive perspective. Try to be as specific as you can be, recommending concrete steps the Minister should take and what outcomes you would expect if these steps were taken.

Part 3 (approx 500 words)

Comment on any peer feedback you received about your assignment and how you have incorporated this into your final document.

Your proposal will be marked against the following criteria:

Relevance

- Your choice of topic is justified by epidemiological or other data
- Your recommendations are based on a clear analysis of the issue

Critical skills

- Literature review is comprehensive and uses appropriate sources of information
- The assignment demonstrates a questioning, rigorous approach

Expression

- There is a logical flow of ideas in your work
- Referencing is clear and appropriate
- Presentation is clear and concise

Option Three: Negotiated Assignment

Option 3 involves negotiating an assignment and assignment outcomes on a specific topic of interest to you. You need to speak with the course convenors about this and will be required to submit a brief outline of your assignment. Marking criteria will be similar to those above but will depend on the exact content of your assignment. We also have several topics we are working on that require a literature review - including gender equity in health systems, safe motherhood, safe abortion and sexual health education in schools- please discuss with the convenors if you are interested. In addition the Women's Plans Foundation (www.womensplans.org) is sponsoring a prize for the best essay on advancement in contraceptives suitable for developing countries. We will discuss this further at the workshop.

Grading

Grades to be used are represented by the following symbols:

HD, DN, CR, PS, FL

- HD** This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.
- DN** This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)
- CR** This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).
- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. **All assignments** must have a cover sheet attached.
Cover sheets can be downloaded from the school website:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms>
Students submitting assignments in My eLearning Vista should use the cover sheet available in My eLearning Vista.
2. Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two weeks, are only considered with medical certificate unless other appropriate reason is given.
3. Assignments will not be marked if submitted after other students' assignments returned.
4. Only FL assignments can be resubmitted. The maximum grade that can be achieved after re-marking is a PS.
5. Assignments will be marked within two weeks of due date. Feedback may not reach students until 3 weeks after assignment submission.
6. Students **submitting assignments electronically** must make sure their name, course code, date and assignment title is on the front page of their assignment, but preferably in the header or footer so it appears on every page. Please ensure that student name, course code and assignment number are included in the file name.
7. Marked assignments submitted electronically will be sent back electronically by the lecturer, unless otherwise negotiated between academic and student.
8. All late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late.
9. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Academic honesty and plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies.

However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

UNSW Library

<http://info.library.unsw.edu.au/skills/howto/referencing/lrefbfm.html>

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Readings and resources

Learning resources for this course consist of the following:

1. Pre-Reading
2. A comprehensive Reading and Reference List, provided at the end of this outline
3. Materials provided during the workshop, including copies of presentations
4. Library Subject Guide - Gender and Health

Pre-Reading



You will gain most from the course if you come with a particular focus for your assignment already in mind and have thought about the topics you are most interested in. Have a look through the suggested websites and references to help you refine your ideas.

The articles by Doyal (2001) and Glasier & Gülmezoglu (2006) cited below are both very useful introductions to the topics we will be discussing.

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff. This course will be evaluated through both the CATEI process and specific evaluation tools developed for the workshop.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy.

Viewable online at:

http://www.its.unsw.edu.au/policies/policies_home.html

UNSW IT Service Desk (My eLearning Vista support)

The IT Service Desk is your central point of contact for assistance and support with My eLearning Vista, UniPass, UniMail and UniWide. Contact them directly for assistance with IT related matters, including My eLearning Vista:

Website: <http://www.it.unsw.edu.au/index.html>

Tel: +61 (2) 9385 1333

Email: itservicecentre@unsw.edu.au

Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://info.library.unsw.edu.au/Welcome.html>

Postgraduate Services: <http://info.library.unsw.edu.au/web/services/postgraduates.html>

Tel: 02 9385 2650

Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program.

It is **highly recommended** that you complete these tutorials and get familiar with the resources available prior to commencing your studies and assignments.

<http://info.library.unsw.edu.au/skills/tutorials.html>

Online Information Skills Tutorial - ELISE Plus

This is a task-based approach to the information literacy and the skills you need to be effective. It contains modules on searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites and citing references. This tutorial is designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. Entering coursework students should complete the ELISE quiz in Vista.

<http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>

The ELISE postgraduate tutorial – ELISE Advanced

The five modules will step you through the fundamental processes of research and information seeking, they cover; selecting and searching, finding and using and critically evaluating all sources of information. <http://pgelise.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

<http://info.library.unsw.edu.au/web/guides/guides.html>

How to use guides

Essential guides to show you how to use the library's fundamental search tools: Sirius (the gateway to all of our electronic resources), the catalogue (LRD) and the databases. Easy to use, they will step you through the mechanics of "How" via video, screen captures and text.

<http://info.library.unsw.edu.au/skills/howto/howto.html>

Database Help sheets

"Cheat-sheets" to enable you to learn how to search the databases more effectively, these provide tips and tricks on searching individual databases.

<http://info.library.unsw.edu.au/skills/helpsheets.html>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see

<http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia
T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs
F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety: <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <https://my.unsw.edu.au/student/atoz/EquityDiversity.html>

Course schedule

The course will run from 9am-5pm for two days- Monday 30 November and Tuesday 1 December 2009 in Room 306 in the Samuels Building. The program may be subject to change. A detailed schedule will be provided at the workshop.

Please note there will be breaks for morning and afternoon tea on each day

	Topic	Presenter/s	Location
Day 1	<i>Monday 30 November</i>		
Morning sessions- 9am-1pm	Welcome and Introductions Course overview	Anna Whelan Alison Rutherford	SAM 306
	Lecture: Sex, gender and health	Gabrielle Casper	
	Lecture and small group activity: Key concepts in gender, sexuality and sexual health	Juliet Richters	
<i>Lunch 1-2pm</i>			
Afternoon sessions- 2pm-5pm	Small group activity: Developing your assignment proposal	Anna Whelan Alison Rutherford	SAM 306
	Lecture: Men's health	John Macdonald	
6pm	Movie screening (optional- TBC depending on interest)	Juliet Richters	SAM 306
Day 2	<i>Tuesday 1 December</i>		
Morning sessions- 9am-1pm	Lecture: Safe Motherhood	Anna Whelan	SAM 306
	Lecture: Reproductive health	Christine Read	
	Lecture: Sexual health	Anna McNulty	
<i>Lunch 1-2pm</i>			
Afternoon sessions- 2-5pm	Small group activity: Gender analysis Wrap up and evaluation	Anna Whelan Alison Rutherford	SAM 306

Readings and references

All of the resources cited are available either online through UNSW library or via the links provided. References that are not available through either of these mechanisms will be provided for you at the workshop. Asterixed resources are considered key texts for the subject.

1. Gender and Health

*Doyal L (2001). Sex, gender and health: the need for a new approach, *British Medical Journal* 323: 1061-1063, available at: <http://www.bmj.com/cgi/reprint/323/7320/1061>

*Bird CE, Rieker PP (1999). Gender matters: an integrated model for understanding men's and women's health. *Social Science and Medicine* 48:745-755, available through Sirius.

*Smith JA, Braunack-Mayer and Wittert G (2006). What do we know about men's help-seeking and health service use? *Medical Journal of Australia*, 184 (2), available at: http://www.mja.com.au/public/issues/184_02_160106/smi10282_fm.pdf

*UNFPA Promoting Gender Equality <http://www.unfpa.org/gender/index.htm>

*World Health Organisation, Department of Women, Gender and Health <http://www.who.int/gender/en/>

Macdonald J, Crawford D. Recent developments concerning men's health in Australia, *Australian Journal of Primary Health*, 8(1): 77-82, available through Sirius.

Annotated Bibliography- Selected WHO Publications on Women, Gender and Health 1999-2005
<http://www.who.int/gender/documents/Annotated%20Bibliography%20green%20A4.pdf>

Doyal L (2002). Gender equity in health? Debates and dilemmas in Bendelow G, Carpenter M, Vautier C and Williams S. *Gender, Health and Healing*, Routledge, London and New York. Available at the workshop.

Medical Women's International Association (2002). Training Manual for Gender Mainstreaming in Health available at <http://www.mwia.net/gmanual.pdf>

Garcia AM, Bartley M and Alvarez-Dardet (2007). Engendering epidemiology, *Journal of Epidemiology and Community Health*, 61 (Supplement 2): ii1-ii2.

Available through Sirius

This special edition of the Journal of Epidemiology and Community Health has several articles related to gender and health that may be of relevance.

Keating A (2007). Gender in the Pacific Island states: Literature review and annotated bibliography, Gender Equality Thematic Group, AusAID, available at: http://www.siyanda.org/docs/Keating_pacific_islands_bibliography.doc

2. Sexual and reproductive health

*Glasier A, Gülmezoglu AM (eds) (2006). *Executive Summary, The Lancet Series on Sexual and Reproductive Health*, 368 (9547):1595-1607.

Links to other excellent articles in this series, including articles on sexual rights and responsibilities, unsafe abortion, family planning and STIs, are available through the Lancet via Sirius in the UNSW library.

*Population Action International (2005). *Factsheet: How access to sexual and reproductive health services is the key to the MDGs*. www.populationaction.org

*World Health Organization, Department of Reproductive Health Research
<http://www.who.int/reproductive-health/>

Australian Development Gateway- AusAID, Reproductive Health
<http://www.developmentgateway.com.au/jahia/Jahia/pid/5612>

*Hawkes S, Hart G (2000). Men's sexual health matters: promoting reproductive health in an international context. *Tropical Medicine International Health*, 5(7): A34-44, available through Sirius

Australian Parliamentary Group on Population and Development- Resources
<http://www.pgpd.asn.au/resources.html#fact>

Bearinger LH, Sieving RE, Ferguson J and Sharma V (2007). Global perspectives on the sexual and reproductive health of adolescents: patterns, prevention and potential. *Lancet* 369: 1220-31, available through Sirius

Family Health International www.fhi.org

What is Reproductive Health? Australian Reproductive Health Alliance
<http://www.arha.org.au/index/ICPD%20Defintion%20of%20Reproductive%20Health.pdf>

4th Asia Pacific Conference on Reproductive and Sexual Health and Rights, Hyderabad, India, 29-31 October 2007, <http://www.4apcrsh.org>

Hawkes S (1998). Why include men? Establishing sexual health clinics for men in rural Bangladesh. *Health Policy and Planning*, 13(2): 121-30, available through Sirius

3. Safe motherhood

*UNFPA Safe Motherhood <http://www.unfpa.org/mothers/index.htm>

Islam M (2007). *The Safe Motherhood Initiative and beyond*, Bulletin of the World Health Organization, 85(10):735, available at:
<http://www.who.int/bulletin/volumes/85/10/07-045963.pdf>

Freedman LP, Graham WJ, Brazier E, Smith JM, Ensor T, Fauveau V, Themmen E, Currie S and Agarwal K (2007). Practical lessons from global safe motherhood initiatives: time for a new focus on implementation, *Lancet* 370:1383-91, available through Sirius

Closing Statement, Women Deliver Conference, London October 20, 2007

<http://www.womendeliver.org/pdf/ClosingStatement.pdf>

4. Reproductive and sexual rights

*Parker RG (2007). Sexuality, Health and Human Rights, Editorial, *American Journal of Public Health*, 97(6): 972-973, available through Sirius

*Mocumbi P and Amaral E (2006). Reproductive rights and HIV/AIDS. *Best Practice & Research Clinical Obstetrics and Gynaecology*, 20 (3): 381-393

This 2006 series in Volume 20 Best Practice & Research Clinical Obstetrics and Gynaecology on sexual and reproductive rights includes articles on safe motherhood, contraception, emergency contraception and young people. The series can be accessed via Science Direct through the UNSW library resources catalogue.

Ahumada C and Kowalski-Morton S (2006). *A Youth Activists Guide to Reproductive and Sexual Rights*, Youth Coalition, available at:

<http://www.youthcoalition.org/DEV/mambo2/images/stories/SRRGUIDE/srr%20guide%20final%20version.pdf>

UNAIDS Reference Group on HIV/AIDS and Human Rights (2007). Statement and Recommendations on Scaling up HIV Testing and Counselling, including 2004

Statement on Ensuring a Rights Based Approach to HIV Testing, available at:

http://data.unaids.org/pub/ExternalDocument/2007/20070905_rghr_statement_testing_en.pdf

Gruskin S (1995). Negotiating the relationship of HIV/AIDS to reproductive health and reproductive rights. *The American University Law Review* 44: 1191-1205, available through Sirius.

5. Gender and sexuality

*Richters J (1998). Understanding Sexual Orientation: A Plea for Clarity. *Reproductive Health Matters*, 6: 12:144-149

Petchesky RP, for Sexuality Policy Watch (2008). The language of "sexual minorities" and the politics of identity: a position paper. *Reproductive Health Matters* 17:33: 105-110

6. Conducting gender sensitive analyses

AusAID (2007). Gender Equality in Australia's AID program- why and how, available at: http://www.ausaid.gov.au/publications/pdf/gender_policy.pdf

Lin V, L'Orange HL and Silburn K (2007). Gender-sensitive indicators: Uses and relevance. *International Journal of Public Health* 52: S27-S34, available at: <http://www.springerlink.com/content/y54173265264772x/fulltext.pdf>

Vlassof C and Moreno CG (2002). Placing gender at the centre of health programming: challenges and limitations, *Social Science and Medicine* 54: 1713-1723, available through Sirius

Status of Women, Canada (1998). Gender-based analysis: A guide for policy making, available at: http://www.cfc.gc.ca/pubs/gbaguide/gbaguide_e.html

The Women's Health Council, Ireland (2007). A guide to creating gender sensitive health services, 2nd edition, available at: http://www.whc.ie/publications/gender_manual.pdf <http://www.swc->

7. Research/evaluation in sexual and reproductive health

Boynton PM and Greenhalgh T (2004). Selecting, designing and developing your questionnaire. *British Medical Journal* 328:1312-1315, available through Sirius.

Sangani P, Rutherford G and Wilkinson D (2004). Population-based interventions for reducing sexually transmitted infections, including HIV infection. *Cochrane Database of Systematic Reviews*, Issue 3. Art. No.:CD001220. DOI: 10.1002/14651858.CD001220.pub2., available through the UNSW library

World Health Organisation (2003). Expanding Capacity for Operations Research in Reproductive Health: Summary Report of a Consultative Meeting, WHO, Geneva Switzerland, December 10-12, 2001.

Stephenson JM, Imrie J and Bonell C (eds) (2003). *Effective Sexual Health Interventions: Issues in experimental evaluation*. Oxford: Oxford University Press, available at the workshop

Family Health International (2001). Chapter 4: Evaluating Sexually Transmitted Infection Control Programs in Evaluating Programs for HIV/AIDS Prevention and Care in Developing Countries: A Handbook for Program Managers and Decision Makers.

8. Integrating HIV and sexual and reproductive health services

*Farrell BL (2007). *Family planning-integrated HIV services: A framework for integrating family planning and antiretroviral therapy services*. New York: EngenderHealth/ The ACQUIRE Project. Section I: Background. Full document available at: http://www.acquireproject.org/fileadmin/user_upload/ACQUIRE/Publications/FP-HIV-Integration_framework_final.pdf

Resources for HIV/AIDS and Sexual and Reproductive Health Integration
www.hivandsrh.org