

**University of South Florida  
College of Public Health  
Department of Community and Family Health**

**Summer Session A  
May 14 – June 22, 2007**

**PHC 6535-001  
INTERNATIONAL MATERNAL AND CHILD HEALTH  
(3 credit hours)**

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**Dates and Time:** Monday and Wednesday  
5 PM – 8:30 PM

**Location:** COPH Room 2004

**Faculty:** Darlene Shearer MPH DrPH  
Assistant Professor  
Department of Community and Family Health

**Office Location:** LRRC 214

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**Office Hours:** by appointment

**I. Course Materials**

**Required Readings:** PDF files for required readings for the course will be posted on the course Black Board site..

**II. Course Prerequisites:**

Prior to enrollment in this course, students should have completed a course in Epidemiology. Students who have not completed this requirement may take this course with prior consent of the instructor.

**III. Course Description:**

This course provides an overview of the health problems of mothers and children in developing countries within the global context of socio-cultural factors and international development. The overarching goal of the course is to introduce students – both those with

and without significant international MCH experience – to a way of thinking globally and comparatively about health problems and strategies within the field of MCH. The course will provide an understanding of the causes and functional effects of the MCH problems that are the most prominent causes of illness, disability and death. Session topics will address morbidity and mortality among women and children, antenatal care, safe motherhood, parenting and family planning, child health, nutrition and emerging health issues in developing countries. The course is conducted in seminar style and active participation in class discussions is expected of all students.

**IV. Course Objectives**

*Upon completion of this course, students will be able to:*

1. Identify causes and consequences of major health problems affecting mothers and children in developing countries.
2. Describe the major socioeconomic, political, biomedical, and cultural factors that influence the health of women and children in developed and in developing countries.
3. Discuss the role of families, governments, and international organizations in influencing policies and changes in practice that improve maternal and child health.
4. Explain the importance of and key approaches to understanding and involving the community in the design, implementation, and evaluation of MCH programs and services in other countries.
5. Identify major MCH health indicators and data sources to study international MCH health problems and discuss the challenges of measurement and monitoring in diverse environments.

**V. Course Format:**

This course consists of 2 sections. The first section (week 1) provides the foundation of course content and will involve mostly class lecture and discussion of the readings. The second section (week 2 – 6) will alternate between two types of sessions each week. The Monday session will introduce course content and the Wednesday session will use student presentations, reports and discussion to apply the weekly content to specific countries and examples chosen by the students.

## VI. Instructional Strategies

Prior to each content session, the student will be required to:

- a) Read assigned articles posted on Blackboard
- b) Review all discussion questions (beginning May 16<sup>th</sup>)
- c) Prepare a one page summary for one article of your choice from the reading list (This will not be turned in)
- d) Participate and contribute to a discussion about each article.

For each presentation/application session, the student will be required to:

- a) Give a short presentation on their chosen country that is reflective of the week's content lecture
- b) Participate in an exploratory discussion with other students, comparing and contrasting their findings

Other strategies include:

- Critique of readings
- Student discussion
- Weekly country analysis and group interaction
- Presentation of a selected MCH problem/topic

## VII. Course Requirements:

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

### 1. **ASSIGNED READINGS**

Assigned readings should be done before class to enhance students' learning. The readings are important for completion of course assignments and class discussion. Whenever possible, discussion questions will be provided ahead of time.

### 2. **ATTENDANCE AND PARTICIPATION**

Active, thoughtful participation is critical to receiving an "A" in this course. Even though your written work may be exemplary, you must have quality participation, defined as:

- thoughtful comments and questions that are relevant to the topics being discussed (5 points);
- reflection on and integration of course readings, learning activities or current events (5 points); and
- demonstrated attentiveness to issues and perspectives of other students, the instructor, and guests in this class (5 points).

15 points per lecture session for class participation x 6

**90 points total**

**3. STUDENT SUMMARY AND CRITIQUE OF SELECTED READINGS**

During classes where readings have been assigned, each student will select one of the assigned readings and develop a thoughtful summary of the article and a critique – of its strengths and weaknesses (such as methodology, findings, or conclusions). The summary and critique will not be handed in but the student should be prepared to provide a succinct verbal synopsis in a 3 to 5 minute period. The student’s grade will be based on their familiarity with the reading material and their ability to engage others in thoughtful discussion.

10 points per lecture session for article summation x 6

**60 points total**

**4. APPLICATION OF LEARNING: COUNTRY PRESENTATION AND DISCUSSION**

At the end of sessions 3, 6, 8, and 10 the instructor will disseminate a set of discussion questions to guide students’ preparation for application sessions 4, 7, 9, and 11 students. These application exercises will be conducted as a mock international seminar and focus specifically on the assigned MCH issue of the week. Each student will have 4 to 5 minutes at the beginning of the meeting to provide a creative summation of the MCH problem in their country. The instructor will act as moderator and lead the group discussion. Students will be expected to contribute to the discussion with their country – specific information that fits the topic under discussion. Sources of information for this activity are found on a country’s web site, on-line reports from the United Nations, UNICEF, Save the Children, World Health Organization, World Bank and a variety of other online sources. This exercise will require the student to be diligent and organized in collecting information about their country as we will discuss many topics over the course of the class term. Grades will be based on the depth of understanding students have about their particular country’s MCH issue, their ability to respond appropriately to comments during the group discussion, and their ability to compare the issues of their country with those in other nations.

50 points for each of 4 sessions

**200 points total**

**5. SELECTED MCH TOPIC PRESENTATION**

At the beginning of the term, students will select one MCH problem of interest that will not be covered in the lectures due to limited time. Each student will research the MCH problem from a global perspective and use their selected country to demonstrate how the problem is manifested and handled in the context of their country’s culture, politics, and MCH service structure. The presentation time will be no longer than 20 minutes, including questions and answers. Students may make a formal powerpoint presentation to stimulate discussion, although it is not required.

**50 points total**

## 6. FINAL EXAMINATION

At the end of the course, each student will complete a take-home comprehensive exam which addresses the assigned readings and lectures and the student's selected MCH topic. The exam is an "open book" test of mostly short answer and short essay questions.

## VIII. EVALUATION AND GRADING POLICY

Assignment	Total Possible Points	Approximate % of Final Grade	Due Date
Student Participation (6)	90	18%	5/16; 5/21; 5/30; 6/4; 6/11; and 6/18
Oral Article Summaries and Critiques (6)	60	12%	5/16; 5/21; 5/30; 6/4; 6/11; and 6/18
Country Application/Analysis Activity (4)	200	40%	5/23; 6/6; 6/13; and 6/20
Selected MCH topic Presentation	50	10%	6/6; 6/13; or 6/20
Final Exam	100	20%	Distributed 6/20 due back 6/25
<b>TOTAL</b>	<b>500</b>	<b>100%</b>	

Students will be graded individually; there will be no curve.

### Grading Scale:

Total points	Percent	Letter grade
500 – 450	100 – 90	A
449 – 400	89 – 80	B
399 – 350	79 – 70	C
349 – 300	69 – 60	D
299 – 000	59 - 00	F

## VIII. CLASS SCHEDULE

Session	Date	Topic
<b>Section 1: Background &amp; Methods for Studying International MCH</b>		
1	May 14	<ul style="list-style-type: none"> <li>• Orientation and Course Overview</li> <li>• Background and Global Context of MCH;</li> <li>• Key Players and Resources for Assessing International MCH Needs</li> </ul>
2	May 16	<ul style="list-style-type: none"> <li>• Tracking the State of MCH Globally</li> <li>• Global MCH Program Strategies</li> </ul> <p style="text-align: center;"><b>Selected MCH Topic and Country is Due</b></p>
<b>Section 2: Maternal and Child Health Problems and Strategies</b>		
3	May 21	<ul style="list-style-type: none"> <li>• Role of Social Influences and Inequalities in Maternal and Child Health</li> <li>• Gender Equality and Education in Developing Countries</li> </ul>
4	May 23	<i>Application Activity</i> : Country Presentations and Discussion
5	May 30	Safe Motherhood Part I: Maternal health and nutrition problems of women
6	June 4	Safe Motherhood Part II: Prenatal care and delivery; Postpartum and interpregnancy care
7	June 6	<i>Application Activity</i> : Country presentations and discussion; MCH topic presentations
8	June 11	<ul style="list-style-type: none"> <li>• Factors Associated with Infant Mortality and Morbidity</li> <li>• Infant Nutrition</li> </ul>
9	June 13	<i>Application Activity</i> : Country presentations and discussion; MCH topic presentations
10	June 18	Child Health and Development in Developing Countries
11	June 20	<i>Application Activity</i> : Country presentations and discussion; MCH topic presentations <b>Final Exam distributed</b>

## **IX COURSE OUTLINE AND ASSIGNED READINGS**

<b>5/14/07</b>	<b>Orientation and Course Overview Background and Global Context of MCH Key Players and Resources for Assessing International MCH Needs</b>
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- A. Introductions and overview
  - Why study international MCH?
  - A quick look at the world's population and health problems
  - US perspective and influence on global health
- B. The United Nations and its role in MCH
  - Millenium Development Goals
  - The UN and Children's Rights
- C. Role of other NGOs and The World Bank
- D. Data sources for studying IMCH problems

**Readings:** Review Class Handouts

- Brown, Theodore M. PhD; Cueto, Marcos PhD; Fee, Elizabeth PhD **The World Health Organization and the Transition From International to Global Public Health.** *American Journal of Public Health, 96(1):62-72, January 2006.*
- **(Optional)** Birn, Anne-Emanuelle ScD, MA **Uruguay on the World Stage: How Child Health Became an International Priority.** *American Journal of Public Health, 95(9):1506-1517, September 2005.*
- Ruger, Jennifer Prah PhD **The Changing Role of the WORLD BANK in Global Health.** *American Journal of Public Health, 95(1):60-70, January 2005.*

<b>5/16/07</b>	<b>Tracking the State of Maternal and Child Health Globally Global MCH Programs and Evaluation and Intervention Strategies</b>
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- A. Mortality – where do most maternal and child deaths occur
  - Risk factors and underlying causes of death
  - Distribution of causes of death globally
  - Comorbidity with other health and social problems
- B. MCH Programs: Examples and Strategies
  - Western versus non western MCH strategies
  - Disease-specific interventions

- Broad community-based strategies
- C. Evaluation and debate issues

**Readings:**

- Adam T, Lim SS, Mehta S, Bhutta ZA et al. **Cost effectiveness analysis of strategies for maternal and neonatal health in developing countries.** *BMJ*, Nov 2005; **331**: 1107 ; doi:10.1136/bmj.331.7525.1107.
- Barr, Donald A. PhD, MD **A Research Protocol to Evaluate the Effectiveness of Public-Private Partnerships as a Means to Improve Health and Welfare Systems Worldwide: Ethics in Public Health Research.** *American Journal of Public Health. NATIONAL HEALTH SURVEYS EXAMINING DISPARITIES. 97(1):19-25, January 2007.*
- **(Optional)** Dixon-Mueller, Ruth PhD; Germain, Adrienne MA **Fertility Regulation and Reproductive Health in the Millennium Development Goals: The Search for a Perfect Indicator.** *American Journal of Public Health. NATIONAL HEALTH SURVEYS EXAMINING DISPARITIES. 97(1):45-51, January 2007.*
- **(Optional)** Ehiri, John and Prowse, Julie. **Child health promotion in developing countries: the case for integration of environmental and social interventions.** *Health Policy and Planning, 14: 1 -10 1999.*
- Evans, David; Lim, Stephen; Taghreed, Adam; Tan-Torres Edejer, Tessa. **Evaluation of current strategies and future priorities for improving health in developing countries.** *BMJ*, 331:1457-61, 2005..
- Haines, Andy and Cassels, Andrew. **Can the millennium development goals be attained?** *BMJ*, Aug 2004; **329**: 394 - 397 ; doi:10.1136/bmj.329.7462.394
- **(Optional)** Lawn, Joy E; Costello, Anthony; Mwansambo, Charles; Osrin, David. **Countdown to 2015: will the Millennium Development Goal for child survival be met?** *Archives of Disease in Childhood. 92(6):551-556, June 2007.*

5/21/07	<b>Role of Social Influences and Inequalities in Maternal and Child Health Gender Equality and Education in Developing Countries</b>
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- A. Social Influences and Inequalities that affect the health of women and children
- Gender and family roles
  - Education
  - Biological and environmental influences

- Poverty
- B. The global problem of population growth
  - Family planning –funding, implementation and evaluation
- C. Special cultural issues: female genital mutilation and circumcision

Readings:

- Dudgeon M.R. & Inhorn M.C. (2004). **Men's influences on women's reproductive health: medical anthropological perspectives.** *Social Science & Medicine*, 59(7): 1379-1395.
- Klouman E., Manongi R., & Klepp K.I. (2005). **Self-reported and observed female genital cutting in rural Tanzania: associated demographic factors, HIV and sexually transmitted infections.** *Tropical Medicine and International Health*, 10(1):105-115.
- Raymond S.U., Greenberg H.M., & Leeder S.R. (2005). **Beyond reproduction: Women's health in today's developing world.** *Int. J. Epidemiol.* 34: 1144-1148; doi:10.1093/ije/dyi121
- Poureslami I.M., MacLean D.R., Spiegel J., & Yassi A. (2004). **Sociocultural, environmental, and health challenges facing women and children living near the borders between Afghanistan, Iran, and Pakistan.** *Journal of International Women's Studies*, 6, 20-33.
- Schellenberg J.A., Victora CG, Mushi A., de Savigny D., Schellenberg, D. et al. (2003). **Inequities among the very poor: health care for children in rural southern Tanzania.** *The Lancet*, 361:561-566.

**Optional Readings**

- Heaton T. B., Forste R., Hoffmann J.P., and Flake D. (2005). **Cross-national variation in family influences on child health.** *Social Science & Medicine* 60, 97-108.
- Harcourt C. & Donovan B. (2005). **The many faces of sex work.** *Sex Transm Infect* 81:201-206
- Victora CG, Wagstaff A, Schellenberg JA et al. (2003). **Applying an equity lens to child health and mortality: more of the same is not enough.** *The Lancet*, 362:233-241.
- WHO study group on female genital mutilation and obstetric outcome. (2006). **Female genital mutilation and obstetric outcome: WHO collaborative prospective study in six African countries.** *The Lancet*, 367 ( 9): 1835-1841.

5/23/07	<i>Application Activity: Country presentations and discussion by students</i>
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**Topic:** Role of Social Influences and Inequalities in Maternal and Child Health; Gender Equality and Education in Developing Countries

5/30/07

**Safe Motherhood Part I: Maternal health and nutrition problems of women**

- Maternal Health – mortality and morbidities
- The Safe Motherhood Initiative – history, politics, and comparison with US.
- Prenatal Nutrition

**Readings:**

- Commentary. (September 2005). **Community interventions for maternal and perinatal health.** *BJOG*, 112: 1170-73.
- Lewis G. (2003). **Beyond the numbers: reviewing maternal deaths and complications to make pregnancy safer.** *British Medical Bulletin*, 67:27-37.
- Mora JO., Nestel PS. (2000). **Improving prenatal nutrition in developing countries: strategies, prospects, and challenges.** *American Journal of Clinical Nutrition*, 1(suppl):1353S-63S.
- Review. (September 2005). **Current strategies for the reduction of maternal mortality.** *BJOG*, 112: 1180-88.
- Ross J.A., Campbell O.M.R., & Bulatao R. (2001). **The Maternal and Neonatal Programme Effort Index (MNPI).** *Tropical Medicine and International Health*, 63(10):787-798.

**Optional Readings:**

- AbouZahr C. (2003). **Safe Motherhood: a brief history of the global movement 1947-2002.** *British Medical Bulletin*, 67:13-35.
- Galadanci H.C., Ejembi C.L., Iliyasu Z., Alagh B., Umar U.S. (2007). **Maternal health in Northern Nigeria – a far cry from ideal.** *BJOG*, 114:448-452.
- Nynke van den B. (2003). **Anaemia and micronutrient deficiencies.** *British Medical Bulletin*, 67:149-160.
- Shiffman J. & Okonofua F.E. (2007). **The state of political priority for safe motherhood in Nigeria.** *British Medical Bulletin*, 114:127-133.

6/4/07

**Safe Motherhood Part II: Strategies for improving prenatal care and safe deliveries**

- Approaches to antenatal care
- Basic emergency obstetric care and comprehensive emergency obstetric care
- Use of traditional birth attendants
- Postpartum and interpregnancy care

**Readings:**

- De Bernis L, Sherratt, DR, AboutZahr C and van Lerberghe W. (2003). **Skilled attendants for pregnancy, childbirth and postnatal care.** *British Medical Bulletin*, 67: 39-57.
- Chowdhury RI, Islam MA, Gulshan J, & Chakraborty N. (2007). **Delivery complications and healthcare-seeking behavior: the Bangladesh Demographic Health Survey, 1999-2000.** *Health and Social Care in the Community*, 15(3): 254-64.
- Hofvander Y. (2005). **Breastfeeding and the Baby Friendly Hospitals Initiative (BFHI): Organization, response and outcome in Sweden and other countries.** *Acta Paediatrica*, 94: 1012-16.
- Sibley L, Buffington ST, Beck D, and Armbruster D. **Home based life saving skills: Promoting safe motherhood through innovative community-based interventions.** *Journal of Midwifery & Women's Health*, 46(4): 258-266.

**Optional Readings:**

- Maimbolwa MC, Yamba B, Diwan V, & Ransjo-Arvidson AB. (2003). **Cultural childbirth practices and beliefs in Zambia.** *Journal of Advanced Nursing*, 43(3): 263-274.
- Mathole T, Lindmark G. & Ahlberg BM. (2005). **Dilemmas and paradoxes in providing and changing antenatal care: a study of nurses and midwives in rural Zimbabwe.** *Health Policy & Planning*, 20(6): 385-393.
- Miller S, Sloan NL, Winikoff B, Langer A. & Fikree FF. (2003). **Where is the "E" in MCH? The need for an evidence-based approach in safe motherhood.** *Journal of Midwifery and Womens Health*, 48: 10-18.
- Ross JA & Begala JE. (2005). **Measures of strength for maternal health programs in 55 developing countries: The MNPI Study.** *Maternal and Child Health Journal*, 9(1): 59-70.

6/6/07	<b>Application Activity: Country presentations and discussion by students</b>
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MCH topic presentations: A. Eden: Abortion Issues in Kazakstan  
T. Trudnak: STIs in Guatemala

**Discussion Topic:** Safe Motherhood in Developing Countries: Maternal health and nutrition problems and strategies for improving prenatal care and safe deliveries

6/11/07	<b>Safe Motherhood and Infant Health Issues</b>
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- Infant mortality in the neonatal period
- Maternal and infant problems after birth
- Breastfeeding and infant nutrition
- Infant mortality and morbidity in first year of life
- Malnutrition – underlying causes and effects
- Vitamin A and oral rehydration

**Readings**

- Lauer JA, Betran AP, Barros AJD, & de Onis M. (2006). **Deaths and years of life lost due to suboptimal breast-feeding among children in the developing world: a global ecological risk assessment.** *Public Health Nutrition*, 9(6): 673-85.
- Lawn JE, Cousens S, Zupan J. (2005). **Neonatal Survival 1: 4 million neonatal deaths: When? Where? Why?** *The Lancet*, 365: 891-900.
- McIntyre J. (2006). **Strategies to prevent mother-to-child transmission of HIV.** *Current Opinion in Infections Diseases*, 19: 33-38.
- Paul VK. (2005). **The current state of newborn health in low income countries and the way forward.** *Seminars in Fetal & Neonatal Medicine*, 11: 7-14.
- Rutstein SO. (2005). **Effects of preceding birth intervals on neonatal, infant and under-five years mortality and nutritional status in developing countries: evidence from the demographic and health surveys.** *International Journal of Gynecology and Obstetrics*, 89: S7-S24.

### Optional Readings

- Bhandari N, Mazumdar S, Martines J, et al. (2003). **Effect of community-based promotion of exclusive breastfeeding on diarrhoeal illness and growth: a cluster randomized controlled trial.** *The Lancet*, 361: 1418-23.
- Mane NB, Simondon KB, Diallo A. et al (2006). **Early breastfeeding cessation in rural Senegal: causes, modes, and consequences.** *American Journal of Public Health*, 96(1): 139-144.
- Ransjo-Arvidson AB, Chintu K, Ng'andu N, et al (1998). **Maternal and infant health problems after normal childbirth: a randomised controlled study in Zambia.** *J. Epidemiol. Community Health*, 52: 385-391.
- Author (2006). **Newborns: no longer going unnoticed.** In World Health Report Chapter 5 pp79-101.

6/13/07	<b>Application Activity: Country presentations and discussion by students</b>
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- MCH topic presentations:
- E. August: HIV/AIDS among Women in India
  - K. Freund: Access to Contraception among IDPS/refugees of Ghana
  - F. Thomas: Access to Maternity Care in Afghanistan

**Discussion Topic:** Safe Motherhood and Infant Health Issues in Developing Countries:

6/18/07	<b>Child Health and Development in Developing Countries</b>
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- Common causes of child mortality and health problems in developing countries
- Child survival programs and other approaches to prevention and intervention of child health issues
- Help for children with disabilities
- Education and child development

### Readings

- Bhutta ZA. (2004). **Beyond Bellagio: addressing the challenge of sustainable child health in developing countries.** *Archives of Diseases in Children*, 89:483-87.
- Durkin M. (2002). **The epidemiology of developmental disabilities in low-income countries.** *Mental Retardation and Developmental Disabilities Research Reviews*, 8: 206-211.

- Grantham-McGregor S., Cheung YB, Santiago C. et al. (2007). **Developmental potential in the first 5 years for children in developing countries.** *The Lancet*, 369: 60-70.
- Jones, G., Steketee RW, Black RE, Bhutta ZA, et al, (2003). **How many child deaths can we prevent this year?** *The Lancet*, 362: 65-71.
- Key Points of the UN Convention on the Rights of the Child Related to Children’s Rights and their Health and Well-Being.

**Optional Readings**

- Holmes J. (2006). **Do community factors have a differential impact on the health outcomes of boys and girls? Evidence from rural Pakistan.** *Health Policy Planning*, 21(3): 231-40.
- Khawaja M, Barazi R, Linos N. (2006). **Maternal cultural participation and child health status in a Middle Eastern context: evidence from an urban health study.** *Child: Care, Health and Development*, 33(2): 117-125.
- Powell C, Baker-Henningham H, Walker S. et al. (2004). **Feasibility of integrating early stimulation into primary care for undernourished Jamaican children: cluster randomized controlled trial.** *BMJ*, doi:10.1136/bmj.38132.503472.&C (published 24 June 2004).
- Yousafzai AK, Pagedar S, Wirz S, Filteau S. (2003). **Beliefs about feeding practices and nutrition for children with disabilities among families in Dharavi, Mumbai.** *International Journal of Rehabilitation Research*, 26(1):33-41.

6/20/07	<i>Application Activity: Country presentations and discussion by students</i>
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MCH topic presentations: B. Cull: Street Children in Bolivia  
 V. Graeve: Chernobyl and Its Effect on Children in  
 Ukraine  
 E. Klein: Child Labor in China  
 H. Mesidor: Child Obesity in Brazil

**Discussion Topic:** Child health and development in developing countries: Children’s rights and realities

## IX. OTHER STUDENT INFORMATION AND RESOURCES

### *Instructor Policies*

**Grading Policies:** Grades for assignments and discussion participation will be determined by a set of criteria that can be reviewed at any time by students. The specific grading criteria for each course assignment will be available on Blackboard. Grades will also be posted on Blackboard so that each student can follow their own progress in the course.

The final exam is considered “open book” which means students may refer to their readings and notes if they need to verify the correct answer to a question.

Points will be deducted for missed deadlines

**Make-up Policy:** Due to the short duration and intensity of this course there will be little room to make up missed assignments. For example, students who miss a class session will not be able to make up points for missed class discussion participation. If special arrangements have been made ahead of time with the instructor, students may receive partial credit for the “Student Summary and Critique of Selected Readings” assignment by turning in a written summary of their chosen article. Students may also receive partial credit if they turn in a written version of their “Country Presentation.”

**Late Assignments** Assignments for missed courses will be due within 1 week of the missed class session. Late assignments will be accepted but will be docked one point for each week the assignment is delinquent.

**Extra Credit Policy:** One extra credit opportunity – worth 15 points – will be provided on the final exam.

**Plagiarism:** Please review academic handbook and other links listed below under University Policies. **Always cite – better safe than sorry!**

## *University Policies*

<b>Link to Student Handbook</b>	<a href="http://www.sa.usf.edu/handbook/">http://www.sa.usf.edu/handbook/</a>
<b>Student Conduct:</b>	USF Student Rights/Responsibilities: <a href="http://www.sa.usf.edu/handbook/rights/StudentRightsResponsibilities.htm">http://www.sa.usf.edu/handbook/rights/StudentRightsResponsibilities.htm</a>  USF Student Code of Conduct: <a href="http://www.sa.usf.edu/handbook/rights/StudentCodeofConduct.htm">http://www.sa.usf.edu/handbook/rights/StudentCodeofConduct.htm</a>
<b>Academic Dishonesty/Plagiarism</b>	<a href="http://catalog.grad.usf.edu/currentpdf/USF_Graduate_Catalog_2005_2006_section6.pdf">http://catalog.grad.usf.edu/currentpdf/USF_Graduate_Catalog_2005_2006_section6.pdf</a>
<b>Special Accommodations:</b>	<a href="http://www.asasd.usf.edu/index.htm">http://www.asasd.usf.edu/index.htm</a>
<b>Holidays and Religious Observances:</b>	<a href="http://www.sa.usf.edu/handbook/policies/ReligiousPracticesPolicy.htm">http://www.sa.usf.edu/handbook/policies/ReligiousPracticesPolicy.htm</a>