

WOMEN'S HEALTH ISSUES – HSC 6575 - 1955

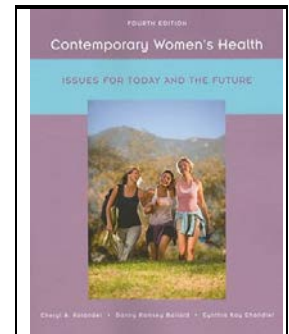
University of Florida, Department of Health Education and Behavior

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REQUIRED BOOK

Kolander, C., Ballard, D. & Chandler, C (2011). *Contemporary Women's Health: Issues for Today and the Future* (4th ed.). New York, NY: McGraw Hill Companies.

Additional required readings, to supplement the book readings, will be assigned throughout the course of the semester. Those readings will be posted on your Sakai course site, and are listed below in the tentative course schedule.



COURSE DESCRIPTION

The multidimensional roles of American women as individuals, partners, mothers, nurturers, caretakers, and career persons cause our health status to be of vital importance. While women and men both experience similar diseases, disorders, and causes of death, women often experience these in different forms and at different stages and ages in life. The primary purpose of this course is to explore current issues in women's health. The course will cover a broad range of health issues that are either unique to women or of special importance to women. Other topics include information for the health consumer, preparation as an advocate of healthy lifestyles, and awareness of the role health plays in the life of all women.

COURSE OBJECTIVES

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

1. Identify and describe the current issues affecting women's health.
2. Explain the significance of cultural and international diversity and women's health.
3. Cite the important events in history of the women's social movement and in the history of women's health.
4. Illustrate an understanding of the current literature on women's health.
5. Explain how the health education process can be applied to women's health issues.

6. Describe the major issues for women, moving through early life transitions, including biological, educational, social and political issues.
7. Demonstrate, through class activities and participation, how to be an effective advocate for women's health issues.

CLASS FORMAT

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. All course materials will be posted on the course Sakai website.

WHAT IS EXPECTED OF YOU

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to the discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As an upper-level undergraduate student or a graduate student, missed classes will result in an increased burden to make-up the work.
4. If you miss a class, for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

COURSE REQUIREMENTS EXPLAINED

Individual Examinations

Students will have two exams in the course (midterm and final exam). The exams will cover material covered in class lectures, readings and class activities. The final exam is a comprehensive exam. Both exams will be comprised of multiple-choice and true/false items, based on materials covered in and out of class (i.e. readings). Each exam is worth 100 points.

Group/Individual In-Class Activities

Throughout the term, you will be assigned in-class activities which will be graded. These may be individual or group activities. The objective of all activities is to have you problem-solve, synthesize, or analyze the concepts you have learned up to that point in the course. **PLEASE NOTE THAT THE IN-CLASS ACTIVITIES MAY REQUIRE OUT OF CLASS PREPARATION (I.E. READING AN ASSIGNED ARTICLE) BEFORE COMING TO CLASS ON ACTIVITY DAY!** The in-class activities will be worth a total of 50 points, and are **UNANNOUNCED**.

Gratitude Journal

Each student will be asked to keep a gratitude journal, with entries on assigned topics. Journal entries will be provided to students on the Sakai course website. The gratitude journal is worth 25 points.

Individual Book Review

Each graduate student is required to write a 5-page, doubled spaced book review, using APA style referencing. Students are to read one of the following books, or have one approved by Dr. Chaney (Note: For any student who has taken Dr. Morgan Pigg's Philosophy of HE course, you cannot write on *Reviving Ophelia: Saving the Selves of Adolescent Girls*):

Pipher, M. (1994). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. New York: Ballantine Books.

From her work as a psychotherapist for adolescent females, Pipher here posits and persuasively argues her thesis that today's teenaged girls are coming of age in "a girl-poisoning culture." Backed by anecdotal evidence and research findings, she suggests that, despite the advances of feminism, young women continue to be victims of abuse, self-mutilation (e.g., anorexia), consumerism and media pressure to conform to others' ideals. With sympathy and focus she cites case histories to illustrate the struggles required of adolescent girls to maintain a sense of themselves among the mixed messages they receive from society, their schools and, often, their families. Pipher offers concrete suggestions for ways by which girls can build and maintain a strong sense of self, e.g., keeping a diary, observing their social context as an anthropologist might, distinguishing between thoughts and feelings. Pipher is an eloquent advocate. Psychotherapy Book Club selection; BOMC and QPB alternates.

Colapinto, J. (2001). *As Nature Made Him: The Boy Who Was Raised as a Girl*. New York: HarperCollins Publishers.

In 1967, after a baby boy suffered a botched circumcision, his family agreed to a radical treatment. On the advice of a renowned expert in gender identity and sexual reassignment at Johns Hopkins Hospital, the boy was surgically altered to live as a girl. This landmark case, initially reported to be a complete success, seemed all the more remarkable since the child had been born an identical twin: his uninjured brother, raised as a boy, provided to the experiment the perfect matched control. In this book, John Colapinto sets the historical and medical context for the case, exposing the thirty-year-long scientific feud between Dr. John Money and his fellow sex researcher, Dr. Milton Diamond - a rivalry over the nature/nurture debate whose very bitterness finally brought the truth to light.

The paper is worth 50 points, and needs to include the following headings:

- 1) Introduction
- 2) Background Information on Author(s)
- 3) Main Thesis/Main Problem
- 4) Synthesis of Main Evidence (to support the main thesis)
- 5) Synthesis or Summary of Main Arguments
- 6) Critical Analysis of Arguments and Evidence
- 7) Strengths and Weaknesses
- 8) Relationship to Current Health Literature
- 9) Conclusion and References

GRADE BREAKDOWN

Areas of Evaluation	Points	Final Grade (%)
Midterm Exam	100	A+ = 97 - 100 A = 93 - 96 A - = 90 - 92 B + = 87 - 89 B = 83 - 86 B - = 80 - 82 C + = 77 - 79 C = 73 - 76 C - = 70 - 72 D + = 67 - 69 D = 60 - 66 F = LESS THAN 60%
Cumulative Final Exam	100	
In-class Activities	50	
Book Review	50	
Gratitude Journal	25	
TOTAL POINTS	325	

**Note:* I do not subscribe to the blatantly unfair practice of awarding “extra credit”. All students are evaluated on exactly the same criteria.

Academic Honesty:

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an F for the assignment.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code).

Every student that is admitted to the University of Florida has signed a statement of academic honesty committing him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

TENTATIVE CLASS SCHEDULE

“The sooner I fall behind, the more time I have to catch up.”

-Anonymous

	Topic	Readings/Items Due
Week 1 – Jan 5		
	Introduction	
Week 1 – Jan 7		
	Why Study Women’s Health?	Chapter 1 Pinn VW. Research on Women’s Health: Progress and Opportunities. <i>JAMA</i> . 2005 Sept, 294:1407-1410. Pinn, VW. Women’s health: Research, progress and priorities. <i>Women’s Health</i> . 2005;1:1-4
Week 2 – Jan 10		
	Developing a Healthy Lifestyle	Chapter 3
Week 2 – Jan 12		
	Enhancing Emotional Wellbeing	Chapter 4
Week 2 – Jan 14		
	Managing Stress	Chapter 5
Week 3 – Jan 17		
	Martin Luther King, Jr. Holiday No Class	
Week 3 – Jan 19		
	Heart Disease	Heart Disease PDF Chapter 15
Week 3 – Jan 21		
	Cancer	Cancer PDF <i>Women, Tobacco, and Cancer: An Agenda for the 21st Century</i> Glanz K, Croyle R, Chollette Pinn V. Cancer-Related Health Disparities in Women. <i>Am J Public Health</i> . 2003. 93(2): 292-298. Chapter 16
Week 4 – Jan 24		
	Stroke	Stroke PDF
Week 4 – Jan 26		
	Diabetes	Type 2 Diabetes PDF
Week 4 – Jan 28		
	Preventing and Controlling Chronic Health Conditions (cont’d)	Chapter 15

Week 5 – Jan 31		
	Building Healthy Relationships	Chapter 6
Week 5 – Feb 2		
	TBA	
Week 5 – Feb 4		
	Sexually Transmitted Infections	STI PDF Chapter 15
Week 6 – Feb 7		
	HIV/AIDS	HIV/AIDS PDF
Week 6 – Feb 9		
	TBA	
Week 6 – Feb 11		
	Exploring Women's Sexuality Reproductive Health and Gynecological Issues	Reproductive Health PDF Chapter 7
Week 7 – Feb 14		
	Reproductive Plan Pregnancy	Pregnancy PDF Chapter 8
Week 7 – Feb 16		
	Breastfeeding	Breastfeeding PDF
Week 7 – Feb 18		
	TBA	
Week 8 – Feb 21		
	MIDTERM EXAM	
Week 8 – Feb 23		
	TBA	
Week 8 – Feb 25		
	No Class	
Week 9 – Feb 28		
	Mental Health	Mental Health PDF
Week 9 – March 2		
	Class activity day	
Week 9 – March 4		
	Healthy Aging	Healthy Aging PDF
Week 10 – March 7 - 11		
	No Class – Spring Break	
Week 11 – March 14		
	Violence Against Women Preventing Abuse	Violence Against Women PDF Chapter 9
Week 11 – March 16		
	Fitness	Fitness PDF Chapter 11
Week 11 – March 18		
	International Women's Health Issues	Maternal and Newborn Health Report (pg. 25-44)
Week 12 – March 21		

	Skin and Hair Health	Skin and Hair Health PDF
Week 12 – March 23		
	TBA	
Week 12 – March 25		
	Nutrition/Eating Well	Nutrition PDF Chapter 10
Week 13 – March 28		
	PCOS	Guest Lecturer – Monica Webb
Week 13 – March 30		
	Tai Chi and Cancer	Guest Lecturer – Peter Griffyn
Week 13 – April 1		
	TBA	
Week 14 – April 4		
	Emotional Well-being	
Week 14 – April 6		
	TBA	
Week 14 – April 8		
	Complementary and Alternative Medicine	Complementary and Alternative Medicine PDF
Week 15 – April 11		
	Important Screenings and Tests for Women	
Week 15 – April 13		
	Being a Wise Consumer and Women's Health Advocate	
Week 15 – April 15		
	Alcohol Use and Women Using Alcohol Responsibly	Chapter 12
Week 16 – April 18		
	Building Healthy Relationships	Chapter 6
Week 16 – April 20		
	Final Exam Review	Book review due, Gratitude Journal due
Week 17 – April 28		
	FINAL EXAM – 7:30-9:30am	