

**WOMEN'S HEALTH ACROSS THE LIFESPAN
HLTH 3002 – SPRING 2015**

Instructor: Alice R. Richman, PhD, MPH

Office Hours: 9:00am-9:30am & 11:00am-12:00pm, Tuesdays & Thursdays; 9:00am-11:00am, Wednesdays

Want to chat or set up an appointment? Just email me.

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Class Details: Class meets Tuesdays & Thursdays, 9:30am-10:45am, Belk 1502

Textbook: Alexander, L.L., LaRosa, J.H., Bader, H., & Garfield, S. (2014). *New dimensions in women's health 6th ed.* Sudbury, MA: Jones and Bartlett Publishers, Inc.

Additional course readings: Additional course readings for class will be posted on blackboard. Be sure to read all assigned readings prior to class discussion.

Course Description:

From a public health perspective, this course will explore the multidimensional nature of women's health. We will explore various aspects of women's emotional, social, spiritual, and physical wellbeing within the context of social, political, and economic environments. This course will emphasize a lifespan approach, recognizing the many health issues that affect women across their lifespan.

Students will leave this course with an understanding of the diversity that exists within women's health, the ability to make informed decisions about their own health, and will possess the knowledge to become stronger women's health advocates.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Understand women's health issues that affect women throughout their lifespan and be able to discuss these issues from a public health perspective of health promotion and disease prevention.
2. Explain the factors determining "women's wellbeing" over their life cycle and understand holistic healthcare.
3. Identify a variety of women's health issues across her lifespan.
4. Empower women to make informed decisions about their health and health care.
5. Understand the ways in which women can enhance their well-being emotionally, socially, spiritually, and physically.
6. View women as more than purely reproductive entities.
7. Understand issues affecting infant and child health.

Evaluation Criteria:

Accomplishments of these objectives will be assessed through the instructor's evaluation of your performance on the following activities:

3 Exams (worth 20% each)	60%
Group Project (worth 35% total)	
Interview	5%
Public Service Announcement (PSA)	20%
Presentation	10%
Discussion Question Creation	5%
Total	100%

Grade	10-Point Scale
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Exams (60% of grade): You will complete 3 in-class exams throughout the semester, one for each period of the lifespan that we cover. Exams will only cover the material discussed since the previous exam. Exams might include multiple choice, true/false, matching, short answer, and/or essay questions. Be ready for anything.

Please note: All of your work that is turned in should be paper clipped or stapled or points will be deducted from grade.

Group Project (35% of grade): The project includes 3 components: 1) an Interview 2) a Public Service Announcement (PSA), and 3) a Presentation. You will work in teams of two on this group project. Please select a group partner and a relevant women's health-related topic you wish to explore in depth. Once your partner and topic is selected, please run it by me for approval. The topic you select is what you will explore in your interview, PSA, and presentation

Be sure to start this assignment early, be creative, and ask me if you have any questions. I will provide more guidance and grading rubrics/guidelines as we go through the semester.

Component 1 - Interview

You will pick a local organization that implements a program or policy used to combat your women's health issue and contact them and ask if you can come meet with them to learn more about their organization, program etc.. A 'local' organization can mean in our county or region or even state depending on your women's health issue. Before your interview, develop questions for the person you will be interviewing. Here are some questions you may want to ask but there will certainly be others depending on the program: Ask about the organization/program, how it works, who it helps/serves, how they are funded, have they evaluated their program, what are the strengths and limitations of their program? What do they need to succeed? Ask them what may either enable or inhibit the issue from being addressed. What would they want to do if they had more funding? What does the community need to know about this issue? What would be most helpful in a PSA?

You will submit a two page, double-spaced write up about the results of your interview. Make sure your margins are set to 1-inch margin, with spacing between paragraphs set to zero and use Times New Roman font size 12. Do not use half of the space at the top of your write-up to include your names, instead include a cover page. The first page will discuss the interview itself (who you interviewed, date of the interview, and the findings from your interview). Please write in complete sentences in paragraph form. You must fill up a full page for full credit. The second page will include your interview questions and the answers that were provided by your interviewee (question and answer format is fine here). Failure to adhere to these paper specifications outlined here will result in deductions.

Component 2 - PSA

For this component, you will develop a video Public Service Announcement (PSA). A PSA is an educational message designed to focus public attention on serious issues. The basic premise of this activity is to create a 90 second video PSA that addresses a relevant women's health topic. Feel free to use any video software you like, however windows moviemaker or imovie are two programs students have used successfully in the past. On the day the PSA is due, please upload to blackboard via the assignment link before class.

Your PSA should:

- Provide important, supportive facts about the topic
- Create awareness or show importance or promote change effectively through a simple, clear, single message
- Be well rehearsed with smooth delivery and pacing
- Have loud, clear voice with good enunciation
- Include music of some kind

Component 3 - Presentation

As a group, you will present on your project in a brief 5-minute PowerPoint presentation. Your presentation should include a quick review of your women's health issue, discussion of your interview, demonstration of your PSA, why you chose your PSA, and the main point of your PSA. You should also provide me with a copy of your slides on the day you present. Your presentation will be timed and you will be stopped at 5 minutes. Points will be deducted if you do not meet the time requirement or if you don't cover what is required. Both group members must speak during the presentation. No other video should be included in your presentation except for your PSA. Be sure to include your references in your presentation

slides. Not only will presentation content be graded but presentation style including projection of voice, enthusiasm, eye contact as well as professional attire will be assessed.

Your presentation should:

- Include a brief review of your women's health issue (e.g. facts, statistics)
- Show your PSA
- Say why you chose your specific PSA
- What the main message is of your PSA
- Describe the organization you picked and discuss the results of your interview

Discussion Question Creation (5% of grade): It is expected that you will attend classes, arrive on time and participate in class discussion/activities. Additionally, you will develop two discussion questions that we will discuss as a class on your assigned day. You will generate discussion questions based on the assigned readings, presentations, videos and/or personal reflection. Your discussion questions will be graded on whether you included data in your questions, meaning, first provide a short background on the topic and then pose your question to the class. Discussion question creation guidelines are posted on blackboard. Be sure to bring two printed copies of your questions on the day assigned to you.

Grading Policy on Late Work

Assignments are due on the date and at the beginning of class. ***Assignments submitted once I have collected them will be considered late.*** Late work, up to 24 hours after the assignment is due, will be assessed a penalty of half (50%) off. **Late work will only be accepted via email.** After 24 hours, late assignments will NOT BE ACCEPTED. If you have questions about an assignment or you foresee that you are not able to complete an assignment on time, you need to notify me BEFORE the assignment is due. Late work due to illness or emergencies will be individually evaluated.

Note: If you do not show up to take the exam on exam day, you will receive a zero on the exam.

Attendance Policy

If you miss more than 3 classes, you drop one letter grade from your final grade in the class (for example, if you were at a B-, you would be dropped to a C+). If you miss more than 4 classes, you drop two letter grades from your final grade in the class and so forth.

Late Policy

If you are late to class, you will be asked to sign in as late for the day. If you are late to class more than two times without contacting me in advance or getting approval, you will drop a letter grade from your final grade in the class (for example, if you were at a B-, you would be dropped to a C+). If you continue to be late, you will continue to drop letter grades.

Cellphone Policy

If I notice you are on your cellphone during class time, you will be asked to put it away. If it happens a second time, you will be asked to leave the class and will drop a letter grade (for example, if you were at a B-, you would be dropped to a C+).

Academic Integrity

A zero tolerance policy will guide acts of cheating, plagiarism, and falsification or attempts to cheat. The following page site outlines the procedures to be followed in case of a potential academic integrity violation - <http://www.ecu.edu/studenthandbook/III.htm>

Statement of Compliance with Title IX:

East Carolina University, the College of Health and Human Performance, the Dept. of Health Education & Promotion seek to fully comply with Title IX of the Education Amendments of 1972. Title IX prohibits sexual assault, harassment, sexual misconduct and/or discrimination on the basis of sex in education programs or activities that receive Federal financial assistance. Title IX applies to all education programs, activities and services at East Carolina University. If you need help with a Title IX issue, please contact Dr. Lathan Turner, Deputy Title IX Coordinator for Students in the Dean of Student's Office (252) 328-9297, ECU Cares (252) 737-5555, <http://www.ecu.edu/ecucares>) or your instructor for this class. **If the situation is an emergency or if you or someone you care about is in immediate danger, always call 911.**

Class Schedule:

WEEK	TUESDAY	THURSDAY
WEEK 1	1/13 Course Overview/Introductions What is Public Health? What is Women's Health? What is Maternal and Child Health? What is a Lifespan/Life Course Approach?	1/15 Public Health and Lifespan Approaches Health Promotion and Disease Prevention Discussion of Final Project Assigned Reading: Chapter #3
WEEK 2	1/20 Historical Dimensions in Women's Health Review PSA examples Assigned Reading: Chapter #1	1/22 ADOLESCENCE TO YOUNG ADULTHOOD Anatomy & Physiology Gender Roles Sexual Health Assigned Reading: Chapter #4
WEEK 3	1/27 Anatomy & Physiology Gender Roles Sexual Health Assigned Reading: Chapter #4	1/29 Perspectives on Sexuality: Gender Identity & Lesbian Health (Panel Discussion) Assigned Reading: Chapter #4 and Coker et al., 2010 on blackboard (<i>List negative health outcomes for gay/lesbian youth, what can schools do? What can parents do?</i>)
WEEK 4	2/3 Exam 1 (In-Class): Covers chapters 1, 3, 4, and Coker et al., 2010	2/5 YOUNG ADULTHOOD TO MIDLIFE Sexually Transmitted Infections Assigned Reading: Chapter #7 Sexually Transmitted Infections Assigned Reading: Chapter #7
WEEK 5	2/10 Contraception Assigned Reading: Chapter #5	2/12 Contraception Assigned Reading: Chapter #5
WEEK 6	2/17 Unintended Pregnancy & Abortion Assigned Reading: Chapter #5 Group Project Check-in – talk with professor about how your projects are going	2/19 Pregnancy & Childbirth Movie: The Business of Being Born Assigned Reading: Chapter #6
WEEK 7	2/24 Pregnancy & Childbirth Assigned Reading: Chapter #6	2/26 Exam 2 (In-Class): Covers chapters 5, 6, 7

WEEK 8	3/3 MIDLIFE TO THE SENIOR YEARS Menopause & Hormone Replacement Therapy Assigned Reading: Chapter #8	3/5 Human Papillomavirus and Cervical Cancer Component 1 of Group Project Due on Blackboard by 9:30am
WEEK 9	3/10 No Class – Spring Break	3/12 No Class – Spring Break
WEEK 10	3/17 SPECIAL TOPICS AFFECTING LIFESPAN Violence, Abuse & Harassment Assigned Reading: Chapter #14	3/19 Violence, Abuse & Harassment movie or activity Assigned Reading: Chapter #14
WEEK 11	3/24 HIV/AIDS Guest Speaker Component 2 of Group Project Due on Blackboard by 9:30am	3/26 Mental Health Assigned Reading: Chapter #12
WEEK 12	3/31 Secret Women’s Health Topic Guest Speaker	4/2 Class Presentations
WEEK 13	4/7 Class Presentations	4/9 Class Presentations
WEEK 14	4/14 Class Presentations	4/16 Class Presentations
WEEK 15	4/21 Class Presentations	4/23 Class Presentations
EXAM WEEK	4/28 No Class – State Holiday Makeup Day	5/5 Final Exam (In-Class): Covers chapters 8, 12, 14, and HPV & Cervical Cancer lecture and all guest lectures since exam 2. Final Exam Details: 8:00am-10:30am