

**Western Kentucky University**  
Department of Public Health

**PH 564 - Section 700 and 701**  
**PUBLIC HEALTH ISSUES IN WOMEN'S HEALTH**  
**Fall 2019**  
*This course is web-based*

**INSTRUCTOR INFORMATION**

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**COURSE INFORMATION**

**Prerequisite:** Graduate standing or by permission of instructor

**Credit Hours:** 3

**Course Description:**

The purpose of this course is to examine topics in women's health in the United States; the programs, services, and policies that affect women's health; and methodological issues in research about women's health. Content emphasizes the social, economic, environmental, behavioral, and political factors associated with women's health from a public health perspective. This is an overview course of a broad topic area. With only 14 sessions, some topics may not be covered in depth through on-line lecture, discussions, or readings. However, some assignments will enable students to satisfy their curiosity by examining topics not covered through lecture, discussions or readings.

**Course Goals:**

- 1) To enhance student understanding of the many factors that positively and negatively affect the health of women.
- 2) To enhance student ability to act as an educator and advocate for women's health by sharing information, assessing health information critically and pursuing their own knowledge of women's health needs.

**Course Objectives and Overview:**

While the course is available to all graduate students - and in fact is enhanced by a diversity of learners - the approach will focus on public health responsibilities (i.e. assessment, assurance, and advocacy).

<b><i>At the completion of this course, the student should be able to:</i></b>	<b><i>How the student will develop these learning outcomes:</i></b>	<b><i>How the student will be assessed:</i></b>
1. Evaluate the importance of studying women's health and its relevance to public health and women's health research.	Assigned readings; Lecture 1; Discussion board 1	Quiz 1; discussion board

2. Apply the life course perspective of women's health to examine types of health care interventions, programs, and policy.	Assigned readings; Lecture 1; discussion board 1, 2 & 3;	Quiz 1; discussion posts; Article Summary 1
3. Examine the availability, value and limitations of various tools used to measure and monitor women's health.	Assigned readings; Lecture 2	Quiz 1; discussion posts
4. Describe and compare common public health issues affecting women across their life span and disparities among groups of women.	Assigned readings; Lecture 1 - 4; discussion board 1 – 4	Quiz 1, 2, 3; discussion posts; article summary 1
5. Assess current medical and public health practices directed at women - how they compare, compliment, or conflict with one another.	Assigned readings; Lecture 1; discussion board 1, 2 & 3	Quiz 1 & 2; discussion posts; article summary 1 & 2
6. Discuss important women's health priorities in the 2020 Healthy People goals and objectives, and other federal initiatives.	Assigned readings; Lecture 4 discussion boards 3 – 4;	Quiz 1; discussion posts
7. Examine major demographic, behavioral and environmental factors associated with women's health	Assigned readings; Lecture 4 - 12; discussion board 3-4;	Quiz 2; discussion posts; article summary 2
8. Compare and contrast health issues for women from a population based perspective for a female population that is marginalized or disadvantaged.	Assigned readings; Lecture 3 - 12; discussion board 3 - 4	Quiz 2 & 3; discussion posts
9. Analyze a chosen women's health problem relative to its public health implications and develop key points of health promotion that women need in order to protect their health.	Readings for special populations paper; all lectures; all discussion boards	Special populations paper Poster presentation

### **Textbook/Course Materials:**

There is no textbook required for this course. Readings will include published literature and on-line resources posted on Blackboard. Students with no background in health at all may want to consider one of the following optional reading resources: Alexander, L.L; LaRosa, J.H. Bader, H. & Garfield, S (2014). *New Dimensions in Women's Health* (6<sup>th</sup> Edition). Sudbury, MA: Jones and Bartlett. ISBN: 1-978-1-4496-9813-3; *Our Bodies, Ourselves* (2011). Boston Women's Health Book Collaborative. Touchstone:NY. (\$17.54 or less at [www.Amazon.com](http://www.Amazon.com)). Last but not least is Kristof, Nicholas and WuDunn, Sheryl (2010). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Knopf Double Day Publishing Group ISBN 139780307387097. (\$8 or less at Amazon)

### **Methods of Instruction:**

This on-line course is organized into 3 Sections. Each Section requires readings, powerpoint lectures (some narrated), discussion boards for student discussions, additional learning opportunities, and a quiz. A

major project that involves critical thinking, literature review, comparison of populations, and self-reflection enables the student to apply what they have learned throughout the semester.

## COURSE POLICIES

*Women's Health is my favorite topic and I love to teach it because the content is central to our existence as women, to the health of our society, and especially to public health. I want you to feel comfortable contacting me about issues, concerns or problems with the class as we progress through the semester. You may email me, telephone me or come by my office for assistance. Email is probably the best and fastest way since I may not be in my office every day. I will respond to emails as quickly as possible - usually within 24 hours, although I may be a little slower on weekends! For a MAJOR emergency you may reach me at my home (270) 904 0834 or by cell phone (813) 453 8941. Remember, these numbers are for emergencies only!*

### Grading/Evaluation Criteria:

I am big on grading rubrics. Each assignment has written instructions as well as a matrix for how your grade is calculated. These materials are intended to help you earn the highest possible grade and reduce questions about what is required. PLEASE USE THEM!!

	Method	Objectives Met	Points		Due
1.	<b><u>Class Participation/Discussion Board</u></b> Participation on 4 discussion boards. ( <i>see schedule</i> ). <ul style="list-style-type: none"> <li>• Response to a posted discussion question (original opinion and response to others – 20 points per board)</li> </ul>	1, 3, 5, 6, 7,	80 points		9/10 9/23 10/15 11/4
2.	<b><u>Article Summary and Reflection</u></b> Reflection on selected readings for Section 1, 2 & 3 of the course. (See schedule) (3 x 20 points) <ul style="list-style-type: none"> <li>• Summary of article and relevance to course content</li> <li>• reflection on the applicability and usefulness of the information</li> </ul>	1, 3, 5, 6, 7,	60 points		9/30 10/15 11/4
3	<b><u>Reflection Paper #1</u></b> Choose a topic in Section 1 and write a reflection paper	1, 3, 5, 6, 7,	30 points		9/30
4.	<b><u>Special Populations Paper #2</u></b> Discussion of health care issues of a special group of women. <ul style="list-style-type: none"> <li>• Describes population and how/why marginalized (20 points)</li> <li>• Addresses and describes a specific health issue of this group. (20 points)</li> <li>• Describes how traditional health system and public health help or exacerbate the population's health. (20 points)</li> <li>• Relates issue to HP 2020 goals and objectives. (10 points)</li> <li>• Uses and cites appropriate resources. (5 points)</li> </ul>	2, 4, 5, 6, 7, 9	75 points		11/11

5.	<b><u>Chosen topics</u></b> Choose 4 of the 8 topics provided in Section 4 and submit a reflection paper for each ( <i>4 x 20 points</i> )	1, 2, 3, 4, 6,7, 8	<b>60 points</b>	<b>11/11</b> <b>11/18</b> <b>12/2</b> <b>12/9</b>
6.	<b><u>Poster Presentation</u></b> Uses information from course content or special populations paper to develop key points of health promotion that targets women's health.		<b>50 points</b>	<b>12/12</b>
		<b>TOTAL</b>	<b>355 points</b>	

### Grading/Assessment Calculation

**A** = 355 – 336 pts; **B** = 335 – 298 pts; **C** = 297 – 261 pts; **D** = 260 – 233 pts; **F** = < 222

### Participation Policy/Expectations

Students are expected to:

- Log on to the course website a minimum of once a week to check announcements, discussion boards and due dates
- Participate actively in discussion board topics (8 topics)
- Submit required materials and assignments and complete quizzes by the due dates.
- Check the grade book on blackboard regularly. Students with questions about a score or believe their score is in error have one week from the time the grade was posted to notify me. After that time, the score stands.

Students who are “missing in action” - meaning they have not contributed to the course by September 19<sup>th</sup> will receive an automatic “F”. Each student is **responsible for their own work and their grade will be affected by lack of contribution to the course.**

### Exams

There are no quizzes or final exam in this course.

### Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

## Tentative Schedule and Course Outline for PH 564 PH Issues in Women's Health

	<b>SECTION 1</b> Approaches to studying women's health status: indicators, research initiatives, policy and health care services for women.		<i>Begins August 27</i>	<i>Ends September 29</i>
Date	Topic	Readings	Skill Activity	Assignments Due
<b>Week 1</b> <b>Aug 26</b>	<b>Introduction to Women's Health</b> <ul style="list-style-type: none"> <li>What is women's health and why "women's health?"</li> <li>What is a life-course perspective?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>Lecture 1</li> </ul>	Student introductions and comments on the welcome blog – by end of 9/3
<b>Week 2</b> <b>Sept 3</b>	<b>Overview of women's health in the U.S.</b> <ul style="list-style-type: none"> <li>Major health conditions and exposures: how do we examine magnitude and impact?</li> <li>The Affordable Care Act and women's health</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>Lecture 2</li> <li>Discussion board 1</li> </ul>	Board 1: Postings for selected discussion topic – end of 9/10
<b>Week 3</b> <b>Sept 9</b>	<b>How does the health of men and women differ?</b> <ul style="list-style-type: none"> <li>How do major indicators of health vary between women and men?</li> <li>What is gender? What is sex?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>Lecture 3</li> </ul>	
<b>Week 4</b> <b>Sept 16</b>	<b>Categorizations and disparities: race, class, and stigma</b> <ul style="list-style-type: none"> <li>What are the historical and current uses of "race" and "SES" in research?</li> <li>Can assumptions about race, class, and "otherness" influence public health interventions, policies &amp; medical practice?</li> <li>What are race and class differences in major women's health outcomes in US?</li> <li>How does class over the life course affect risk of disease?</li> <li>Trends in health by traditional SES variables – How good are the traditional variables?</li> <li>What is stigma?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>Lecture 4</li> <li>Discussion board 2</li> </ul>	Board 2: Postings for selected discussion topic - end of 9/23
<b>Week 5</b> <b>Sept 23</b>	<b>This is Reflection Week</b> <ul style="list-style-type: none"> <li>Catch up on your readings (these are important!)</li> <li>Complete any late discussion board posts (Note: 1 point deduction for each week past due date)</li> <li>Choose one article assigned for this section and write a summary, importance of the article, and what you got from it.</li> <li>Pick one of the topics discussed in Section I and write a 3 – 5 page paper following information in the grading rubric</li> </ul>			<ul style="list-style-type: none"> <li>Article summary and reflection (See grading rubric)</li> <li>3-5 page reflection paper on chosen topic (See grading rubric)</li> <li>Due by end of 9/30</li> </ul>

	<b>SECTION 2:</b> <b>The environments in which women live.</b> <i>Consider how the society in which women live, their families, and work influence a woman's health.</i>		<i>Begins</i> <b>September 30</b>	<i>Ends</i> <b>October 13</b>
Date	Topic	Readings	Skill Activity	Assignments Due
<b>Week 6</b> <b>Sept 30</b>	<b>Exposure of women to physical environments</b> <ul style="list-style-type: none"> <li>• How do women's responses to toxic exposures vary over the life course?</li> <li>• How can toxic exposure vary between men and women?</li> <li>• How well do we understand-and measure-toxic exposures?</li> <li>• Women in the workplace: ergonomic conditions and reproductive risks</li> <li>• Job-related stress: are traditional measures, based on studies of men, useful?</li> <li>• Do work-related and family-related stresses interact or modify each other?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>• Lecture 5</li> </ul>	
<b>Week 7</b> <b>Oct 7</b>	<b>Women and relationships: family, social networks and exposure to intrapersonal violence</b> <ul style="list-style-type: none"> <li>• Familial and intimate-partner violence-how are we measuring it?</li> <li>• Is violence associated with pregnancy outcomes?</li> <li>• How are social networks defined?</li> <li>• What is the influence of women as caregivers on health care, health status and stress?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>• Lecture 6</li> <li>• Discussion board 3</li> </ul>	Board 3: Postings for selected discussion topic-end of <b>10/15</b>  Choose one article assigned for Section 2 and write a summary/reflection paper. by end of – <b>10/15</b>  <b>NOTE: Due to fall break additional time will be given to turn in assignmt</b>

	<b>SECTION 3:</b> <b>The importance of reproductive health of women – young and old</b> <i>Consider the many issues that fall under the umbrella of reproductive health (RH)</i>		<i>Begins</i> <b>October 14</b>	<i>Ends</i> <b>November 3</b>
Date	Topic	Readings	Skill Activity	Assignments Due
<b>Week 8</b> <b>Oct 14</b>	<b>Reproductive Health: contraception, sexually transmitted infections, gender-based violence – PART 1</b> <ul style="list-style-type: none"> <li>• Why is sexual and reproductive health care so important?</li> <li>• Are there differences in RH between men and women?</li> <li>• Do both men and women need STI prevention?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>• Lecture 7</li> </ul>	

	<ul style="list-style-type: none"> <li>• What key service areas are related to reproductive health care?</li> <li>• What is the difference between birth control and contraception?</li> <li>• Issues in emergency contraception and abortion.</li> <li>• What has happened to our family planning programs?</li> </ul>			
<b><u>Week 9</u></b> <b>Oct 21</b>	<b>Pregnancy and Childbirth: maternal health, adolescent pregnancy, birth outcomes PART 2</b> <ul style="list-style-type: none"> <li>• What do we know about prenatal care?</li> <li>• What are the functions of prenatal care?</li> <li>• How much prenatal is adequate? What paradigm shifts have occurred?</li> <li>• Why are our maternal mortality rates increasing?</li> <li>• What are the unintended consequences of our labor and delivery practices?</li> <li>• What are the risks for mothers and their fetus</li> <li>• Are all pregnancies wanted and does it matter?</li> </ul>	(posted on line)	<ul style="list-style-type: none"> <li>• Lecture 8</li> <li>• Discussion board 4</li> </ul>	Board 4: Postings for selected discussion topic- end of <b>11/3</b>
<b><u>Week 10</u></b> <b>Oct 28</b>	<b>This is reflection week</b> <ul style="list-style-type: none"> <li>• <i>Catch up on your readings (these are important!</i></li> <li>• <i>Complete any late discussion board posts (Note: 1 point deduction for each week past due date)</i></li> <li>• <i>Choose one article assigned for this section and write a summary, importance of the article, and what you got from it.</i></li> <li>• <i>After reflecting about what you have learned so far, pick a health topic that affects a particular population of women and discussed in Section 1, 2 and 3. Write a 7 – 10 page paper following information in the grading rubric.</i></li> </ul>			Choose one article assigned for Section 3 and write a summary/paper. by end of – due <b>11/4</b>  Special Population Paper – <b>due 11/18</b>

	<b>SECTION 4:</b> <b>Health conditions.</b> <i>While this course cannot cover every relevant women's health condition, it will provide several to choose from.</i>		<i>Begins</i> <b>November 4</b>	<i>Ends</i> <b>December 10th</b>
<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Skill Activity</b>	<b>Items Due</b>
<b><u>Week 11</u></b> <b>Nov 4</b>	<b>Choose ONE of the following topics:</b> <ul style="list-style-type: none"> <li>• Cancer in Women</li> <li>• Conditions of Young and Middle Aged Women</li> <li>• Mental health and Substance Use</li> <li>• Cardiovascular Disease</li> <li>• Women and Aging</li> <li>• Special Needs of LGBTQ and Prison Populations</li> <li>• Access to Health Care</li> <li>• What is causing the increase of mortality of pregnant women?</li> </ul>	<i>(posted on-line)</i>	Lecture 9	A summary/reflection of to chosen topic – <i>see grading rubric.</i> <b>Due 11/11</b>
<b><u>Week 12</u></b> <b>Nov 11</b>	<b>Choose ONE of the topics from above</b>	<i>(posted on-line)</i>	Lecture 10	A summary/reflection of to chosen topic – <i>see grading rubric.</i> <b>Due 11/18</b>
<b><u>Week 13</u></b> <b>Nov 18</b>	<b>Choose ONE of the topics from above</b>	<i>(posted on-line)</i>	Lecture 11	A summary/reflection of to chosen topic – <i>see grading rubric.</i> <b>Due 12/2</b>
<b><u>Week 14</u></b> <b>Nov 25</b>	<b>No assignments this week.</b> <b>Happy Thanksgiving !</b>			
<b><u>Week 15</u></b> <b>Dec 2</b>	<b>Choose ONE last topic from above</b>	<i>(posted on-line)</i>	Lecture 12	A summary/reflection of to chosen topic – <i>see grading rubric.</i> <b>Due 12/9</b>
<b><u>Week 16</u></b> <b>Dec 19</b>	There is no final exam for this course, just one last project as noted in the syllabus.			Final project – Educational poster targeting women – <i>see grading rubric.</i> <b>Due no later than 12/12</b>