

Women's Health Across Time and Life Course



HED 777 Term 2018

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Course Number: HED 777-001 Credits: 3
Prerequisites: EOH 710
Location:
Day & Time:

Course Description and Foundation

Course Description:

This course explores and critically analyzes the role and impact of history, policy and the Social Determinants of Health on Women's health. Additionally, this course will prepare current and future health care professionals to employ evidence-based practices to create strategies to address the unique health care needs of women.

Course Foundation:

Women in the United States comprise an inimitable culture that has specific ideas and notions about health and healthcare. Women identify with additional ethnic and racial categories that further create unique social, cultural, and psychological contexts, which shape their knowledge, attitudes and beliefs, as well as their self-image, system of values, and lifestyles.

This course is designed to establish historical context and explore Women's Health Across Time and Life Course.

Learning Outcomes

Upon completion of this course students will:

- Have attained the knowledge of the multifaceted factors, historic and current that impact health outcomes of women who live in the United States.
- Be able to identify the conditions and diseases that impact women and how the health care system has stymied or supported successful prevention and treatment.
- Be able to identify multiple systems and methods of intervention that can facilitate better health outcomes among women.

Course Objectives

The Public Health Faculty is dedicated to the creating and preservation of a positive environment conducive to learning and mastery that leads to academic excellence. To achieve these activities within Women's Health Across the Life Course History and Life Course, the objectives and competencies are listed below.

Objectives

Knowledge: As a result of completing Women's Health Across History and Life Course, students will be able to:

- Identify and synthesize how historical policy, actions and culture impacted women's health and health outcomes
- Discuss the notion of women and the role of women within social, economic and political context
- Explain how knowledge, attitudes, perceptions, and behaviors regarding health are shaped and by whom.
- Discuss the Social Determinants of Health and how they influence health outcomes among women.
- Explore how culture impacts Health care access, use and outcomes
- Discuss the role of behaviors across the Life Course impact health outcomes.
- Discuss healing concept and their derivation in cultural groups and how they impact health outcomes.
- Explore specific health disparities germane to women in the United States and the link of culture and health status.

Disposition: As a result of completing Women's Health Across History and Life Course, students will be able to:

- Understand the historic impact on the health and health outcome of women across history and Life Course
- Understand why the health of women requires a unique approach by health practitioners
- Identify and explain the major health challenges experienced by women in the United States
- Synthesize evidence based strategies to positively impact the health and health outcomes of women

Performance: As a result of completing the Women's Health Across the Life Span Health course, students will be able to:

- Explain the link between society, policy, culture, and health outcomes.
- Present examples of gender -based health experiences.
- Apply knowledge about the social determinants of health women and health outcomes.
- Identify several strategies for implemented public health programs that are gender specific and culturally appropriate.

Council on Education for Public Health Competencies (CEPH)

- **Evidence – based approached to Public Health**
 - Apply epidemiological methods to the breadth of settings and situations in public health practice
- **Public Health & Health Care Systems**
 - Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
 - Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- **Policy in Public Health**

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and propose strategies to identify stakeholders and build coalitions and partnerships for influencing Public Health outcomes
- Evaluate policies for their impact on public health and health equity
- **Communication**
 - Communicate audience-appropriate public health content, both in writing and through oral presentation
 - Describe the importance of cultural competence in communicating public health content.
- **Systems Thinking**
 - Apply systems thinking tools to a public health issue

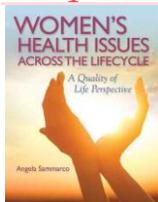
Social and Behavioral Learning Competencies

By the end of this course students will have demonstrated the ability to:

- Apply psychosocial, and behavioral theory as a basis for planning, implementation, administration, management, and evaluation of health education/promotion programs.
- Examine factors that influence the process by which people learn health concepts.
- Differentiate factors that enhance or impede the process of health education/promotion.
- *Demonstrate excellence in applying the behavioral theory to solve problems within public health as well as social and behavioral health.
- *Propose appropriate program plan(s) that facilitate behavioral change at a individual, interpersonal, and/or community level.

*connotes PhD. competencies

Required Text



Jones and Bartlett Learning 2016

Author: Angela Sammarco

ISBN: 9780763771614

*Additional required readings will be provided throughout the course in electronic and hard copy format, the date associated with reading will be given in order to properly prepare for the class each week.

Special Notices

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See [Student Academic Misconduct Policy](#).

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws.** The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [UNLV Copyright](#).

Disability Resource Center (DRC)— The UNLV Disability Resource Center (SSC-A 143, [DRC UNLV](#), 702-895- 0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request; please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the **instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. [Religious Holiday Policy](#).

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [Tutoring and Coaching](#) or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor

UNLV Writing Center— one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [UNLV Writing Center](#)

Rebelmail— By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [UNLV Final Exam Schedule](#).

Technology: Laptops, Tablets and other electronic devices in class are admissible. Please make sure that the sound is muted. If the use of your device interrupts class or others learning you will be asked to discontinue use for the remaining portion of the semester.

Class Participation: This class requires participation in the class discussion. This includes asking questions, challenging ideas or presenting other perspectives. There will be opportunity in the beginning of most classes to discuss current events of cultural and/or health relevance, as well as, throughout a review and discussion of the days materials.

Library and Information Resources: In order to complete some of your assignments the Lied Library will prove useful. There are a plethora of refereed journals and resources at your disposal in order to complete all required assignments. Your [subject librarian](#) ([Xan Goodman](#)) for Health Sciences stands ready to help you overcome any obstacles you encounter while searching for, acquiring, or organizing your research - make an appointment to become a power user of your disciplinary research tools.

Methods of Evaluation

Each student has the opportunity at earn an A in this course through the successful completion of the following assignments, class participation and community event attendance.

Grading Scale

A 95-100%	C 74-76%
A- 90-94%	C- 70-73%
B+ 87-89%	D+ 67-69%
B 84-86%	D 64-66%
B- 80-83%	D- 60-63%
C+ 77-79%	F 00-59%

Instructor Comments:

- Course requirements will be described in the syllabus. If you have questions please contact Dr. Shegog, lack of clarity is not an acceptable reason for incomplete submissions.
- No partial submission will be accepted
- Without one of the University approved “excuses” late assignments will not be accepted.
- Please allow at **least 48 hours to receive a response from Dr. Shegog via email**
- **Class Participation:** This class requires participation in the class discussion. This includes asking questions, challenging ideas or presenting other perspectives. There will be opportunity in the beginning of most classes to discuss current events of cultural and/or health relevance, as well as, throughout a review and discussion of the days materials.
- All assignments will be submitted via web-campus unless otherwise stipulated by Dr. Shegog.

Grading Criteria

Assignment will be submitted electronically through webcampus, no exceptions unless indicated by Dr. Shegog. All assignments must be typed, and formatted to the following:

- All assignments must be typed.
 - 1 inch margins
 - Double Spaced
 - 12 font size

- Times new Roman
- Header if included must be **single spaced** and be no more than 2 lines (Name and Assignment)
- APA6th edition citation style
- Any work can be handed in early. Due dates are indicative of the last day an assignment will be accepted.
- Without proper UNLV excuse late assignments will not be accepted.
- All papers should follow APA 6th edition citation format for references, as appropriate.

Grading Criteria for All Assignments

- Grammar and Spelling
- Aesthetically
- Readability
- Completeness of information presented and accuracy
- Appropriate referencing - APA 6th edition
- Content – Provided information detailed in the description
- Creativity /Appropriateness

Grading Rubric

Weight	≥90%	≥80%	≥70%	<70%
10%	All Formatting Criteria met	Failed to adhere to the 2 of the format criteria	Failed to adhere the formatting criteria	Failed to adhere the formatting criteria
15%	APA 6 th edition Citation style used appropriately	Cited reference but failed to use APA format Or Failed to completely cite references	Did not use citations or failed to use APA citation style	Did not use citations
15%	Proper and appropriate grammar and spelling	Typos, misspelling apparent but overall submission meets the stated criteria	Typos, misspelling apparent but overall submission meets the stated assignment	Fails to meet the stated assignment
15%	Addressed all content area of the assignment	Addressed <90% of the assignment	Addressed >80% of the assignment	Failed to meet the assignments
45%	Connected the content to the overall course and expanded on the idea	Connected the content to the overall course – Failed or inappropriately expanded upon the topic	Failed to connect to the overall course or expand with evidence to the topic	Failed to connect the content to the overall course

Course Assignments

Master's Students

Assignment	Due Date	Weight
Current Events	3X throughout the semester	5% each total of 15%
Research Proposal		10%

Assignment	Due Date	
Final Presentation		35%
Community Event	3 X Submission due by	10% each total of 30%
Class Participation		10%

Doctoral Students

Assignment	Due Date	
Current Events	3X throughout the semester	5% each total of 15%
Research Proposal		10%
Final Presentation		15%
Final Research Paper		20%
Community Event	3 X Submission due by	10% each total of 30%
Class Participation		10%

Assignments

1. Current Events

Throughout the course we will examine women's health and the Social Determinants that impact health, health outcomes and contribute to inequities in health among women. Each student will be expected to provide appropriate materials (Legislation, Refereed journal article other sources may be acceptable upon approval by Dr. Shegog) for review and lead the discussion about the current event. Materials must be submitted by Sunday at 3pm of the week they will lead the discussion. Wikipedia, Social Media and tabloid journalism will not be accepted as credible sources. Dates will be assigned during the first class.

2. Research Proposal

Each student will select a topic he or she is interested in related to women's health across the life course. The topic and overview of the research you would like to conduct will have to be submitted to Dr. Shegog on March 1. The submission should follow written guidelines and should include at least 5 sources, including at least one government resource.

3. Research Presentation

Each student will prepare and present a Power point, Prezi presentation or poster presentation to be presented in class. It is expected that the presentation follow all guidelines as well as, be visually appealing, encourage learning and display rigor in data collection, evaluation, analysis and critical thinking. The presentation is expected to be approximately 30 minutes (*45 for Doctoral students) in length that demonstrated depths of knowledge and acumen on the topic area approved in the research proposal.

*Doctoral student's presentation should include their proposed intervention, theoretical framework and evaluation plan.

***Research Paper (Doctoral Students Only)**

Doctoral students will prepare a research paper in conjunction with their presentation. The paper will provide a more in-depth research focused on their approved topic as well as provide an evidence based proposal for intervention that incorporates theoretical underpinning and possible evaluation. It is expected that the paper will follow all guidelines as well as, and display rigor in data collection, evaluation, analysis and critical thinking. The paper should be between 16 – 14 pages double spaced, 1 inch margins, adhering to all APA 6th edition formatting requirements. The research must utilize a minimum of 2 government sources and 8 refereed articles.

4. Community Events

Students will have to attend three community events that address Women's health through experience, knowledge and/or behavior. Each event attended you will need to provide proof of attendance and written reaction to the event and how it can impact, positive or negative, women's health and health outcomes. You will need to provide a process, impact and outcome evaluation of the event. Be sure to provide relevant historical context, current status and possible novel or new ways to address the issue.

Week	Topic	Required Reading	Assignment Due
1	Syllabus Review and Introduction	N/A	
2	Historical Context and ACA Life Course and Quality of Life Perspectives	<p>Book – Chapters 1 &2</p> <p>Review</p> <ul style="list-style-type: none"> • Women’s Health Initiative - WHI • Women ACA- Wm Preventative ACA • A Timeline of Legal History of Women in the U.S. (Posted) • US Department of Health and Human Services Women’s Health Timeline (posted) <p>Article:</p> <ul style="list-style-type: none"> • Implementation of WHI • A Married Women’s Property Acts in the United States (posted) • Our Bodies our Choices (Posted) 	
3	Health Disparities, Social Determinants of Health and Vulnerable Populations	<p>Book – Chapter 3</p> <p>Review Henrietta Lacks</p> <p>Article:</p> <ul style="list-style-type: none"> • Vulnerability in Research Ethics • Exploring Weathering...(posted) • The Environment of Poverty (posted) 	*Current event Student
4	Stress and Coping , Maternal and Child Health and Menopause	<p>Book – Chapters 4 & 12</p> <p>Article:</p> <ul style="list-style-type: none"> • Stress and Coping in America: The Impact of Discrimination • Psychological stress, adverse life events and breast cancer incidence (posted) • Enrolling Pregnant Women: Issues in Clinical Research (posted) • “I had to be strong” (Posted) • Superwoman Schema: African American Women’s Views on Stress, Strength, and Health (posted) 	*Current Event Student Community Assignment 1

5	Eating Disorders, Mental and Behavioral Health	Book - Chapters 5, 6 & 7 Articles: <ul style="list-style-type: none"> • Substance abuse in Women (posted) • Childhood Poverty cumulative risk exposure, and mental health in emerging adults (posted) 	*Current Event Student Research Proposal Due
6	Violence Against Women & Risky Sexual Behavior	Book - Chapters 8 & 9 Articles: <ul style="list-style-type: none"> • Intimate Partner Violence Surveillance (Posted) • Research and Evaluations on Violence Against Women (posted) 	*Current Event Student
7	Cancer	Book -Chapters 10 & 11 Articles: <ul style="list-style-type: none"> • Stress and breast cancer: from epidemiology to molecular biology (posted) • Psychological Stress and Cancer (Posted) 	*Current Event Student Community Assignment 2
8	Cardiovascular Disease and Stroke	Book - Chapters 13 & 14 Review: Women's Health.gov Heart Disease Articles: <ul style="list-style-type: none"> • Depression is a risk factor for coronary heart disease in women: and 18 year longitudinal study (posted) • Broken Heart Syndrome (posted) • Added Value of Female Specific factors beyond traditional Predictors for CVD (posted) 	*Current Event Student
9	Menopause, Musculoskeletal Disorders and Alzheimer's Disease	Book - Chapters 12, 15, & 16 Articles: <ul style="list-style-type: none"> • Impact of Aging on Sexual Function in Women and Their Partners (posted) • A Study of Sexuality and Health Among Older Adults in the U.S. 	All Community Assignments Due
Finals	Final Presentations		Final Presentations

* Students will be assigned a specific day to provide current events relevant to women's health for the class with associated materials due as syllabus indicates