



## HLTH 471/WMST 471 0101/0201 - Women's Health

Semester: Spring 2020  
Section: 0101; 0201  
Time: M\*, W, F 10-10:50 am  
*\*Monday Online Modules*  
Classroom: SPH 1303

Instructor: Michelle Jasczynski, EdM  
she/her  
Office: SPH 1224  
Email: [mjasczyn@umd.edu](mailto:mjasczyn@umd.edu)

Office Hours: Thursdays 1-3 pm  
Fridays 11-1 pm  
By appointment

TA: Bani Saluja, MPH  
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Office Hours: By appointment

**Course Pre- and Co-requisites:** N/A

**Course Description:** The purpose of this course is to provide students with a broad overview of women's health issues as well as the barriers faced by women striving to achieve a healthful lifestyle across the globe. Emphasis will be placed on socio-cultural, historical, political, economic, behavioral factors and on you as an individual to examine your own health behavior, personal beliefs, and values with respect to women's health. Students will examine women's health issues including female sexual and reproductive health, cardiovascular disease and cancer, obesity and nutrition, and mental health; and key social and health behaviors including violence, substance abuse, diet and exercise. This course is designed to support students in their personal exploration of attitudes, knowledge and values related to women's health and to assist them as they analyze their personal behaviors.

### Course Learning Objectives:

At the conclusion of this course, students will be able to:

1. Demonstrate an understanding of the major ways of thinking about and defining women's health.
2. Demonstrate an increased understanding of women's health issues including: women's sexual and reproductive health; cardiovascular disease, cancer, diabetes, and other chronic diseases; nutrition; and mental health.
3. Describe social and health behaviors that influence women's health including: violence, substance abuse, diet and exercise.
4. Identify major risk factors, barriers and determinants of women's health outcomes and behaviors.
5. Demonstrate a basic understanding of women's sexual and reproductive anatomy and physiology over the life course
6. Explain the importance of a healthy and active lifestyle to improve overall health and lower the risk of disease.

7. Discuss issues in women's healthcare including access to health services, health insurance, preventive tools and technologies, and treatment modalities for select women's health issues.
8. Recognize differences in women's health concerns and outcomes across country, and social position (race, ethnicity, socio-economic status), and be able to explain the importance of gender inequality for women's health.
9. Apply the socio-ecological model to a women's health topic, illustrating how different factors, including gender inequality, influence women's health at the state, community, interpersonal and individual level.
10. Relate existing women's health issues to one's own life and health behaviors

### **Program Competencies Addressed in this Course:**

The following competencies for Behavioral and Community Health are addressed in this course:

1. Identify individual and community level needs for health promotion and disease prevention.
2. Describe how to advocate for effective community health initiatives at the local, state, and federal levels.
3. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

### **Required Text:**



- | Alexander, L.L., La Rosa, J.H., Bader, H. , Garfield, S. & Alexander, W.J.
- | (2017). **New Dimensions in Women's Health (7th edition)**. Burlington, Massachusetts. Jones & Barlett Publishers.

**A new copy with digital access code is not needed**

| Other readings as assigned.

### **Course Communication:**

**All information about assignments and exams will be communicated to the student via CANVAS ANNOUNCEMENTS on the course webpages ([www.elms.umd.edu](http://www.elms.umd.edu)). Assignments and slide presentations will typically be posted on CANVAS**

- Feel free to email questions and concerns to the instructor and/or the TA. Student questions and concerns should be sent via direct email to ensure the timeliest response to [mjasczyn@umd.edu](mailto:mjasczyn@umd.edu) & [bsaluja@umd.edu](mailto:bsaluja@umd.edu); Please include your (1) name and (2) "HLTH 471" in the subject line of the e-mail. I will try to answer e-mails within 24-48 hours.
- ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH CANVAS, ABSOLUTELY NO HARD COPIES WILL BE ACCEPTED. Emailed copies will not be accepted unless permission is provided in advance.

### **Course Requirements & Expectations**

- This course is taught through lecture, readings, interactive classroom activities, out-of-class group meetings and student presentations.
- Students are expected to attend class as this will enhance the learning experience for themselves and their peers.

## **Assignments**

### In Class Exams

There will be two, in-class, multiple choice and short-answer exams that will assess student's understanding of the material covered since the previous exam, and one final exam that will focus mainly on content covered since the previous exam, but also assess students learning of the major concepts across the semester. The exam schedule is as follows:

<b>Exam 1:</b>	<b>Friday, March 6</b>	<b>Chapters 1,2,3,4,5,7, &amp; 8</b>	<b>Lectures 2-17</b>
<b>Exam 2:</b>	<b>Friday, April 17</b>	<b>Chapters 6, 9, 10, 11, 12</b>	<b>Lectures 19-35</b>
<b>Exam 3:</b>	<b>Wednesday, May 20</b>	<b>Chapters 13, 14, 15</b>	<b>Lectures 37-46</b>

### In Class Presentations

The class will be divided into small groups that will work together to review, and then present, content not covered by lectures within the assigned chapters. The group will work together to design an infographic. The presentation will explain the content highlighted by the infographic. Group numbers will not always correspond to the chapter. Each group will present once.

Friday, February 12	Groups 1, 2, 3
Wednesday, March 4	Groups 4 & 5
Wednesday, March 25	Groups 6, 7, 8
Wednesday, April 15	Groups 9, 10, 11
Friday, April 24	Groups 12 & 13
Friday, May 8	Groups 14 & 15

### Monday Modules

10 Assignments, due on Fridays at the end of the day, time-stamped no later than 5:00 p.m.

- These essays and reports will provide students an opportunity to critically reflect on material covered in class, and explore topics of particular interest to the student through reflective writing and analysis.
- Two of the lowest grades on this assignment will be dropped at the end of the semester

In-class assignments: A number of participatory, in-class assignments will be conducted over the course of the semester. These assignments will be announced in-class and will be part of your in-class participation grade.

### **Late Work and Missed Exams / Assignments:**

- All readings are due at the beginning of the class period on the day they are listed on the week by week course plan available on ELMS.
- All assignments (apart from above exceptions) are due at the end of the class period on the day they are listed on the syllabus. Any graded work not turned in by 10:50 a.m. on the due date will receive a reduction of one full point or 10%.
- Graded work not time-stamped by 5 pm the following day will receive a 0.
- Exams may be made up with an approved excuse in advance.
- Makeup work of in-class assignments must be coordinated with the instructor and TA via email

### **Extra Credit**

Per BCH Department policy, there will be NO extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade. Students

who enroll in the class at any time during the drop-add period are responsible for all in-class work to date and will need to meet with the instructor and/or TA to coordinate makeup work.

### Help

- You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. If you are struggling, please contact the teaching team. We are here for you and can support you when we are aware of an on-going issue.
- Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach.
- Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

**Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.**

### **Inclement Weather / University Closings / Emergency Procedures:**

- In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

### **Attendance**

- In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused,” and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact me in advance. **Ideally, as soon as you know you will not be able to attend class, please send the TA and I an email so we can begin preparing makeup work for you.**
- For all other medically necessitated absences, a course instructor may request that students provide documentation from a physician or the University Health Center to verify an absence.
- Multiple or prolonged absences, and absences that prevent attendance at a scheduled quiz or exam will require written documentation from an appropriate health care provider/organization. In cases where you are asked to provide such verification, I will request the dates of treatment or the time frame that you were unable to meet academic responsibilities be included, but you need not share the diagnostic information.
- **Make up exams will be given only when the student has a University-recognized absence. If an exam is to be missed for a legitimate reason the student must contact me (by email ONLY) at least 24 hours PRIOR to the exam.**
- If an exam is missed due to unforeseen circumstances on the day of the exam, the student must contact me within 24 hours of the missed exam. Official documentation of the excuse must be provided. If a student misses an exam for any unauthorized reason he/she will receive a grade of zero for that exam.
- For more information on University attendance policies see: <https://www.president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf>

- **Arriving Late to Class:** Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student's responsibility to let the instructor know ahead of time.

### **Title IX Instructor Reporting Obligations**

- As your instructor, I want you to understand that I would be obligated to report to the University Title IX officer any student disclosures of sexual misconduct (assault, harassment, relationship abuse, dating violence or stalking) within this course, including those in written assignments. This reporting requirement exists so that the university can have an as accurate as possible estimate of the prevalence of sexual misconduct experienced on campus. Following my report to the Title IX officer, a staff member from the Office of Civil Rights and Sexual Misconduct would reach out to you to ensure you have access to resources and services you may need. See: [www.umd.edu/ocrsm](http://www.umd.edu/ocrsm).
- If you have experienced sexual misconduct, please know there are resources on campus to help you. You can contact Care to Stop Violence (CARE), a confidential resource for students. The 24/7 hotline is: 301.741.3442; or email at [care@health.umd.edu](mailto:care@health.umd.edu). You can also make an appointment to see a counselor at the University Health Center, or contact the University Police.

### **Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please complete course evaluations at ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) at the end of the semester.

### **Photo/Video Release Statement**

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

### **University Related Policies:**

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity (cheating, plagiarism)
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Grading

Use ELMS to keep track of all your assignments and due dates; any changes will be posted in ELMS

Learning Assessment	# of Assignments	Points Each	Category Total	% Total of Grade
<b>In-Class Exams</b>	3	100	300	30%
<b>Monday Modules</b>	12*	50	500	50%
<b>Group Presentations</b>	1	100	100	10%
<b>Class Participation</b>	10	10	100	10%
<b>Total</b>	<b>26</b>		<b>1000</b>	<b>100%</b>

\*lowest 2 to be dropped

Letter grade	Percent	Letter grade	Percent
A+	96.50-100%	C+	76.50-79.49%
A	92.50-96.49%	C	72.50-76.49%
A-	89.50-92.49%	C-	69.50-71.49%
B+	86.50-89.49%	D+	66.50-69.49%
B	82.50-86.49%	D	62.50-66.49%
B-	79.50-82.49%	D-	59.50-62.49%
		F	Below 59.49%

Week by Week Course Schedule is available on the ELMS Course Landing Page

### Tips for Course Success

**You already possess the intellectual capacity to succeed in college or you wouldn't be here.**

However, successful students must exhibit a combination of successful attitudes as well as being smart. To be a successful student in this course you must:

1. Learn that student and professor make a team. I want exactly the same thing you want: I want you to learn meaningful and relevant material in this class and earn a good grade.
2. Have educational goals. Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life's desires.
3. Be responsible and active. Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!
4. Have a positive attitude. Successful students know their personal behavior affects their feelings and emotions, which in turn can affect learning. Act like you're disinterested and you'll become disinterested.
5. Be a good time manager. Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.
6. Ask questions. Successful students ask questions to provide the quickest route between confusion and understanding.
7. Take good notes. Successful students take notes that are understandable and organized, and review them often.
8. Know how to study. Successful students don't cram for exams. They know that divided periods of study are more effective than cram sessions, and they practice it.
9. Talk about what they're learning. Successful students get to know something well enough that they can put it into words.
10. Be considerate of others. Successful students recognize that everyone in the class have invested time, money, and effort into completing this course. They do not talk or socialize inappropriately during class or engage in other classroom distractions that interfere with learning.