

**GRADUATE SCHOOL OF PUBLIC HEALTH
San Diego State University
Division of Health Promotion
Fall 2006**

Course Syllabus

PH700F: Seminar in Women's Health and Health Promotion

Day/Time:	Wednesday 4-6:40PM	Office:	9245 Sky Park Court
Location:	SH 236	Office hrs:	2-4 PM & by Appointment
Instructor:	Gregory Talavera, MD, MPH	Schedule Number:	26224
Phone:	594-4203	Cell/Message Phone:	884-8239

Course Description

PH 700F is a seminar course designed to provide information on current public health issues and research topics relating to women's health. The focus is on the exploration of factors unique to or more prevalent among women. Special emphasis will be given to health promotion perspectives. Consistent with the SDSU/GSPH mission, the course will also explore the impact of living on the US-Mexico border and women's health. From a cultural perspective the course will identify women's health issues as they related to border culture. The topics covered parallel the agendas of the major governmental agencies. Through lecture, discussion, guest speakers and field trips the course will examine entire life span of women; birth through adolescence, the reproductive years, postmenopausal years and senior lifestyle.

Course Goals: The goal of PH700F is provide the graduate student with the basic background knowledge of the major public health issues unique to women. Controversial and challenging issues will be highlighted. The student presentations are designed to provide mechanism for students to branch out to cover related topics and provide an opportunity to explore issues in greater depth. Special consideration will be given to culturally distinct groups and issues related to border health. This will enable the student to understand the influence of social and cultural phenomena on types, patterns, distribution of, and response to disease.

Course Objectives: By the end of the course, students should be able to:

- List the major public health issues of women though the life cycle.
 - Recognize special circumstances for women living along the border.
- Describe the national research agenda for women.
- Describe the differences between men and women for the leading causes of death and disability.
- Describe health promotion and behavioral interventions appropriate for the major health issues identified among women.
- Identify the major Internet resources for information related to women's health.

Course Syllabus

Every effort will be made to follow the syllabus content and schedule however if circumstance dictate there may be modifications necessary during the semester. If such is the case the professor will make every effort to notify students in a timely manner.

Text and Materials:

There is no textbook
Reading material, lecture notes and other course material will be posted on the Blackboard at least one week before the class that they will be discussed. No other materials or supplies are required.

Instructional Modes: This course uses variety of instructional modes including didactic lecture, small group discussions, and student presentations.

Grading criteria:

Grading for the course will be based upon performance of three tasks: (1) two examinations, (2) one class assignment, and (3) class participation/attendance.

Examination 1 25 pts
Student Presentation 25 pts
Examination 2 50pts

Course grades will be assigned as follows based on total points accumulated for the semester:

A	96-100
A-	90-95
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	<70

Description of Student Presentation

The student presentation is a 30-45 minute presentation of a women’s health topic. Topics may include a more in-depth discussion of material presented by the professor or may represent topics and material that are not included in the syllabus. These presentations represent the student’s opportunity to explore topics not covered in lecture but of interest to the student and class as a whole. Source material can be obtained via electronic media on the internet or through archival research in the library. Unless otherwise discussed with the professor the student should prepare a PowerPoint presentation following the outline below. The topic and dates for the student presentations will be finalized during class of the fourth week of lecture.

Student Presentation Outline/Guidelines

1) Introduction section

Title of presentation

Student name

State learning objectives

Give a brief overview of the topic

 Provide a background and significance to give the issue a context

 Clearly identify how the health problem/issue is different or unique for women

2) Body of Presentation (choose from among the following)

- What are governmental and quasi-governmental agencies doing?
- Time trends/Current circumstances
- List the determinants of this health issues
- List the risk factors for this health issue
- Outline the social-political implications
- What are current recommendations?
- Why is this issue important in women's health?
- What is/are the controversies?
- Examine the current recommendations by major public health organizations.
- Describe the burden of suffering
- Describe current national, state, and local interventions.
- Describe where the controversy/uncertainty exists.
- Describe any prevention or control strategies.
- Describe the recommendations of other groups/studies.

3) Summary section

- Present your conclusions/recommendations/assessment of the situation.
- Provide at least 2 discussion questions
- Demonstrate your understanding/synthesis of the issue.
- Discuss the implications/limitations.
- List your references

4) Grading Criteria for student presentations

- Learning objectives clearly stated
- Demonstrated understanding of the issue
- Significant references listed
- Provokes discussion among classmates

**GRADUATE SCHOOL OF PUBLIC HEALTH
College of Health and Human Services
Division of Health Promotion
PH 700F: Seminar in Women's Health
Fall 2006
Course Calendar**

Date	Topics	Comment
Week 1 (Aug 30)	Introduction to course Priority areas for women's health	
Week 2 (Sept 6)	Gender representation in advertising Power and control and women Culture and women	
Week 3 (Sept 13)	Reproductive Health: Part 1 Overview of Reproductive Issues Pregnancy Issues	Guest Lecture

Week 4 (Sept 20)	Reproductive Health: Part 2 Contraceptive Management Abortion	Topic & date for student presentations
Week 5 (Sept 27)	Reproductive Health: Part 3 Sexually Transmitted Infections Genetics testing and pregnancy	
Week 6 (Oct 4)	HIV/AIDS Violence against women	
Week 7 (Oct 11)	Physical Activity Diet and Nutrition	
Week 8 (Oct 18)	Exam 1	
Week 9 (Oct 25)	Cancer Part 1 Presentations 3 Student	
Week 10 (Nov 1)	Cancer Part 2 Presentations 3 Student	
Week 11 (Nov 8)	Cardiovascular Disease Part 1 Presentation 3 Student	
Week 12 (Nov 15)	Cardiovascular Disease Part 2 3 Student Presentations	
Week 13 (Nov 22)	Thanksgiving Holiday	No class
Week 14 (Nov 29)	Alcohol, Tobacco and Other Drugs Presentations 3 Student	
Week 15 (Dec 6)	TBA Presentations 2 Student	
Week 16 (Dec 13)	EXAM 2	

Religious Absences

The University Policy File includes the following statement on absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.

Course policies:

Missing class. If you miss a class, it is your responsibility to contact the instructor to discuss alternatives to any quiz or exercise you miss, and to obtain lecture notes, handouts, other materials or instructions from the course Blackboard site or a classmate.

Testing. Once a test begins, students are not to leave the classroom until all students have completed the test. Needs should be attended to prior to the test or quiz.

Extenuating circumstances. If severe difficulties (e.g., illness, injury, death of a family member) prevent you from completing an assignment on time, please contact the instructor to discuss alternative arrangements.

Disability. If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please contact the instructor and make appropriate arrangements with Disability Services.

Cheating and Plagiarism. **All individual written assignments and Powerpoint presentations must be the student's original work.**

Disruptive Classroom Behavior. Academic misconduct by a student shall include, but not be limited to: disrupting classes; giving or receiving unauthorized aid on examinations, reports or other assignments; knowingly misrepresenting the source of any academic work; falsifying research results; plagiarizing another's work; violating regulations or ethical codes for the treatment of human subjects; or otherwise acting dishonestly. If an instance of academic misconduct is suspected, the student will be informed of the infraction and the penalty to be imposed. If appropriate, the matter will be referred to the Department Chair and Dean of the College for mediation. Potential sanctions include a warning, an admonition, censure, reduction of grade (including a grade of F for the course), disciplinary probation, suspension, or expulsion.

Computers. Every student must have access to the internet and a computer in order to obtain communications from the professor, download reading material and conduct document searches of on-line publications.

Safety. This is an evening course. Students are encouraged to consult with SDSU public safety regarding parking other safety issues.

List of contemporary readings and websites

1) The National Women's Health Information Center

www.womenshealth.gov

The National Women's Health Information Center (NWHIC) is the most reliable and current information resource on women's health today. They offer FREE women's health information on more than 800 topics through a web site.

- original health information on special topics like pregnancy, breastfeeding, body image, HIV/AIDS, girls health, heart health, menopause and hormone therapy, mental health, quitting smoking, and violence against women
- original health information and resources for special populations: minority women, women with disabilities, girls, men, and Spanish speakers
- thousands of health publications
- statistics on women's health
- daily news on women's health
- a calendar of women's health events

2) Journal of the American Medical Association, women's health website.

<http://jama.ama-assn.org/cgi/content/full/295/12/1474>

The March 22/29, 2006, issue of *JAMA* is a theme issue that includes articles about many aspects of women's health.

3) Publication on body image

<http://womenshealth.gov/pub/bodywise.cfm>

The BodyWise Handbook is customized for school personnel and contains fact sheets designed for teachers, nurses, coaches, and other educators. The fact sheets include suggestions for integrating eating disorders prevention into existing curricula and for initiating school-wide activities to promote prevention of unhealthy eating and preoccupation with body weight. Resource lists are also included.

4) Office of Research on Women's Health

<http://orwh.od.nih.gov/>

The mission of the Office of Research on Women's Health (ORWH) is to stimulate and encourage meritorious research on women's health, including the role of sex and gender in health and disease. Each year, the *ad hoc* Research Subcommittee of the Coordinating Committee on Research on Women's Health (CCRWH), composed of representatives from the NIH institutes and centers, considers continuing gaps in knowledge, and emerging scientific opportunities for current research priorities in women's health. The Subcommittee's recommendations are reviewed and approved by the CCRWH and the Advisory Committee on Research on Women's Health (ACRWH).

Research opportunities are described in terms of overarching themes, areas of research interest, and special emphasis areas. The priorities signify approaches and areas for which there is a need to stimulate and encourage research on women's health, or sex/gender factors, and the advancement of women in biomedical research careers. These research priorities are not an exclusive list of research areas important to women's health, therefore other innovative or significant research areas should also be considered.