

HED R103: WOMEN'S HEALTH

Originator

dfrehlich

College

Oxnard College

Discipline (CB01A)

HED - Health Education

Course Number (CB01B)

R103

Course Title (CB02)

Women's Health

Banner/Short Title

Women's Health

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course considers the nature and function of women's health in our society. The course offers an analysis of major female health problems; and is designed to contribute to students' understanding of women's roles both as individuals and as contributing members of the community's efforts to implement advances in medicine and health sciences.

Taxonomy of Programs (TOP) Code (CB03)

0837.00 - Health Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Explain the development of the women's health movement since the early nineteenth century. |
| 2 | Analyze the effects of relationship violence from a socio-cultural, historical, and economic perspective. |
| 3 | Compare contraceptive methods to determine the best options for a given case study. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Explain the development of the women's health movement since the early nineteenth century |
| 2 | Understand what options are available for unplanned pregnancies |
| 3 | Discuss how diet, an active lifestyle and physical fitness relates to concepts of health promotion and disease prevention |
| 4 | Relate concepts of how cultural values, stereotypes, and socialization define or influence sexual behavior |
| 5 | Discuss the historical dimensions of conception, pregnancy, and childbirth |
| 6 | Explain contraceptive efforts from a historical perspective including ways in which socio- cultural considerations influence contraceptive decision making |
| 7 | Demonstrate knowledge in of sexually transmitted diseases (STD's) from a historical perspective and current trends that affect women today |
| 8 | Explain menopause and the different stages that women go through before, during, and after menopause |
| 9 | Assess the effects of relationship violence from a socio-cultural, historical, and economic perspective |

Course Content**Lecture/Course Content**

1. Introduction to women's health
 - a. Historical dimension of the women's health movement
 - b. Political dimensions of women's health including biomedical research, reproductive rights, access to healthcare providers and services and health information.
 - c. Global perspective on women's health
2. Contraception and abortion

- a. Perspectives on contraception: historical overview, socio-cultural considerations, and economic perspective.
- b. Methods of contraception
 - i. Handling an unplanned pregnancy
 - ii. Perspectives on abortion
 - iii. Abortion procedures
3. Nutrition, exercise and weight management
 - a. Nutrition and healthful eating
 - b. Exercise and fitness
 - c. Maintaining a healthy weight
 - d. Body and image and shape
4. Sexual health
 - a. Perspectives on sexual health and sexuality: cultural, religious and economic and political dimensions
 - b. Sex research
 - c. Sex and gender
 - d. Biological basis of sexual health
 - e. Sexual arousal and sexual response
 - f. Female sexual dysfunction
 - g. Sexual violence as a public health problem
5. Pregnancy and childbirth
 - a. Historical dimensions
 - b. Pregnancy
 - c. Prenatal care
 - d. Complications of pregnancy
 - e. Childbirth
 - f. Breastfeeding
 - g. Infertility
 - h. Epidemiology
6. Reproductive tract infections
 - a. Perspectives on STDs
 - b. Clinical dimensions and treatment issues of sexually transmitted diseases
 - c. Informed decision making: reproductive tract infections
 - d. AIDS
7. Menopause and hormone replacement therapy
 - a. Perspectives on menopause
 - b. Menopause
 - c. Health effects of menopause
 - d. Menopause management
8. Violence, abuse, and harassment
 - a. Perspectives on violence, abuse, and harassment
 - b. Family and intimate violence stalking, domestic violence, battering in same-sex relationships, battering during pregnancy, battering in women with disabilities, child abuse and elder abuse.
 - c. Rape and sexual assault: reducing risk of rape/sexual assault and response to rape/sexual assault.
 - d. Violence by strangers
 - e. Sexual harassment

Laboratory or Activity Content

None.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays
Group projects
Individual projects
Objective exams

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class activities
Class discussions
Case studies
Distance Education
Group discussions
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Multimedia presentations, analysis and discussions addressing each of the text book chapters
2. In-class discussion on how to identify and relate the practical application of health issues to the students' personal lives
3. In-class question-and-answer on students' reflections on the questions provided in the introduction of each chapter in the text
4. In-class viewing of videos that are related to the course material and subsequent large group discussion and analysis
5. In-class presentations by guest speakers from Planned Parenthood and other agencies that address women's health issues

Representative Course Assignments

Writing Assignments

1. Responses to questions posed about case studies on topics, such as birth plans, menopause, sexually transmitted infections, and cancer.
2. A summary of an academic research article.

Critical Thinking Assignments

1. Analysis of family health history to identify variables to modify and preventative health measures that prolong quality of life.

Reading Assignments

1. Textbook readings and case studies.
2. Reading and comprehending academic scientific research articles and reviews of literature.

Outside Assignments

Representative Outside Assignments

1. Students will be required to read the textbook, assignments, and do outside readings for research projects

Articulation

Comparable Courses within the VCCCD

HED V95 - Health and Wellness: Women

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E1. Health Education

Approved

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Alexander; Larosa; Bader; Garfield (2020). *New Dimensions in Women's Health* (8th). Burlington, Jones and Bartlett.

Resource Type

Other Resource Type

Description

www.womenshealth.gov/, <http://women.webmd.com/>, www.mayoclinic.com/health/womens-health/MY00379.

Resource Type

Other Instructional Materials

Description

Power Point Presentation for each chapter and book site exercises and material.

Resource Type

Other Instructional Materials

Description

www.plannedparenthood.org.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

HEALTH

Review and Approval Dates

Department Chair

09/01/2020

Dean

09/01/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000584436

DOE/accreditation approval date

MM/DD/YYYY