

# WST 3930 Women's Health and Well Being

## Spring 2018

**Instructor:** Laura K. Guyer, PhD, MEd, RDN

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**Course meetings:** MWF 5<sup>th</sup> period (11:45-12:35)

**Room:** MAT 0018

**Office Hours:** by appointment

**Course Description:** This course draws on medical, public health and feminist studies to examine the health and well-being of women using a holistic model that explores the intersections of physical, social, emotional and spiritual dimensions.

**Prerequisites:** None

**Course Credits:** 3

**Course Materials and Technology:** The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. You do not need to pay for any assigned readings. Access articles online when off campus at <http://www.uflib.ufl.edu/ufproxy.html>. For technical support, contact the UF Help desk:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP (select option 2)
- <https://lss.at.ufl.edu/help.shtml>

**Additional Materials:** Visit the National Institutes of Health (NIH) Office on Research on Women's Health (ORWH) <http://orwh.od.nih.gov/> for more resources that include the A to Z Guide: Sex and Gender Influences on Health; Women's Health Research Slideshow and Health Information for Women.

**Course Library Guides:** Two online library guides provide additional information about course topics. Each has videos, books, journals, workshop summaries, assessment tools and other resources that deepen your understanding of current issues. Visit [http://guides.uflib.ufl.edu/health\\_disparities](http://guides.uflib.ufl.edu/health_disparities) and [http://guides.uflib.ufl.edu/health\\_literacy](http://guides.uflib.ufl.edu/health_literacy).

**Instructional Methods:** This course uses a blended format of didactic lectures, videos, Socratic inquiry, discussion, group and individual assignments and in-class problem solving. The readings, homework assignments and projects address all levels of the cognitive, affective and psychomotor learning domains. Course content progresses systematically from basic to more complex concepts and promotes the knowledge, attitudes, values and skills needed for successful health care practice in the 21<sup>st</sup> century.

**Teaching Philosophy:** Learning is a shared responsibility between students and the instructor; those most engaged learn the most. My responsibility as the instructor is to be the content expert in each course topic and engage the range of student learning styles using a variety of instructional methods. Students are responsible for preparing for each class and participating actively in the learning process. Woven throughout this course are these best practices,

### **The Seven Principles for Good Practice in Undergraduate Education**

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations

## 7. Respect diverse talents and ways of learning

To better understand your learning style and create an effective partnership with this instructor, complete the **FREE** online *Learning Styles Assessment* at UF's Teaching Center, <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>.

Theorist Malcolm Knowles defined *andragogy* (adult learning) as "the art and science of helping adults learn." You are adults. With Knowles' definition in mind, this course enables you to:

1. Be self-directed learners;
2. Contribute to and participate in the learning environment;
3. Tie new learning to existing information, attitudes and experiences;
4. Apply new learning to immediate tasks, problems and issues.

### Course Goals:

After completing this course, you will be able to:

1. Describe important characteristics of health and well-being.
2. Use a holistic, biopsychosocial health model to define the intersecting dimensions of health.
3. Identify the leading chronic diseases and health concerns among American women.
4. Identify personal risk factors for disease from family history and lifestyle and subsequently design an effective health promotion plan.

### Grading:

Health Assessments and Discussions	110 pts.
Team Presentation Project	20 pts.
Quizzes (4@30 pts)	120
Class Attendance and Participation	<u>30 pts.</u>
<b>TOTAL</b>	<b>280 pts.</b>

**IMPORTANT NOTE ABOUT GRADES:** Monitor the points posted and report errors within 48 hours (2 days) of the due date. The instructor will not revise them after assigning the final course grade.

### Grading Scale:

%	93+	92.9-90.0	89.9-87.0	86.9-83.0	82.9-80.0	79.9-77.0	76.9-73.0	72.9-70.0	69.9-67.0	66.9-63.0	62.9-60.0	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

**Attendance and Absence:** See the current Undergraduate Catalog, <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- *Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.*
- *The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.*
- *Excused absences are awarded using criteria from the Catalog.*
- *If religious observances of your faith conflict with class attendance, exams or other class activities, you must contact the instructor in advance to secure an excused absence and receive accommodation.*
- *You cannot participate in this class unless you are registered officially or approved to audit with evidence of having paid audit fees.*

Attendance in this course is mandatory, taken randomly, and contributes 10 points toward the final grade.

**Classroom Behavior and Participation:** The instructor expects active participation from each student in every class meeting. Twenty (20) participation points contribute to the final grade. Synonyms for participation are “contribution, sharing, partaking, chipping in and involvement.” Participation is not equivalent to attendance.

Come to class prepared and on time. Mobile phones are to remain in backpacks in silent mode for the duration of class. Laptops and tablets are to remain in backpacks.

**Graded Assignments and Projects:** Each is due on the assigned dates. Late assignments will receive one lower grade per late day and after 3 late days, will not be graded. Upload assignments to Canvas before 11:59 p.m. on the due date.

1. Team Project (20 pts)

Working in small teams (3-4) students will investigate the chronic diseases most common among women and will present results to the class. The skills developed include but are not limited to oral and written communication, critical thinking, problem analysis, organization, discussion, leadership and team work. Notify the instructor about your team members and topic no later than **January 24** and notify the instructor. Assignments will be awarded on a rolling basis (first come, first served). Before spring break, each team will send to the instructor:

1. 2 articles that describe the chronic disease/condition from peer-reviewed journals no more than 5 years old (2012 +). Classmates will be responsible for reading these articles before the presentation.
2. Interactive instructional game – crossword puzzle, jeopardy, hangman, bingo, etc to engage learners in the topic. This is part of the oral presentation.
3. A 40-45 minute presentation using Powerpoint, Prezi, Flash or other appropriate software. Include You Tube videos and/or other instructional tools.

The content of project (articles, instructional game, reflection questions and presentation) will be graded by the class. The instructor will average the grades to assign the grade.

2. Personal health assessment and discussion

Learn about women’s health by assessing your family history, risk factors and lifestyle for a variety of health conditions. After completing each health assessment, write a short reflection and comment on the reflection of another student.

3. Family Health History and Adopting Healthy Behaviors

Investigate family health history throughout the semester and identify three behavior changes that, if adopted, will improve health and well being. Develop one realistic goal that you can follow for one month after spring break. Record your success every day the using the template below:

- your level of success – 100%, 67%, 0%
- your feelings - happy? successful? frustrated? angry?
- how daily success affects your expectations about the ease of behavior change. Is this assignment easier or more difficult than expected?
- how you can be more consistently successful. Do you need social support, spiritual support, etc?

4. Roundtable Discussions

Four class discussion periods will provide opportunity for reflection, inquiry, personal assessment and evaluation of learning about women’s health.

**Make-up Policy:** Students unable to complete assignments by the due date must notify the instructor at least 24 hours in advance or receive the grade of “0.” Students with excused absences are responsible for contacting the instructor to schedule an appropriate due date based upon circumstances. After 3 late days, assignments will not be accepted.

**Final Online Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**Accommodations for Students with Disabilities:** If you require classroom accommodation because of a disability, you must first register with the DSO <http://www.dso.ufl.edu>. [This](#) office will provide documentation of accommodations for you to submit to the instructor. Letters are due by the end of the first week of class.

The DSO provides **FREE** screening for learning issues that affect student performance in reading and writing assignments. If you struggle consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DSO to schedule an appointment with Learning Specialists. Individualized programs of support are designed for students meeting the criteria for accommodation.

**UF Honor Code:** UF students are bound by The Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.* On all work submitted for credit by students at UF, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions, <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. You must report any condition of academic misconduct to appropriate personnel. If you have questions or concerns, contact the course instructor or TA.

**UF Policy Regarding Software Use:** All faculty, staff, and students are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Violations against University policies and rules will result in disciplinary action that may include course dismissal.

**Counseling and Student Health:** Students sometimes experience stress from their academics and/or from personal and interpersonal issues that interfere with academic performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please email this instructor and/or seek support from these University resources:

- **Counseling and Wellness Center (CWC)** 352-392-1575 offers a variety of **FREE** and low cost services such as psychological assessment, intervention and assistance for math and test anxiety. Visit the website for more information. Online and personal assistance is available. Free workshops and programs include:
  - ✓ Biofeedback training
  - ✓ Crisis/emergency service
  - ✓ Testing and referrals
  - ✓ Anxiety/Stress Management
  - ✓ Academic concerns
  - ✓ LGBTQ support
  - ✓ Culture and diversity
  - ✓ Kognito training – learn to identify at-risk students, know campus resources and know how to take action
- **You Matter We Care** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to that individual. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team connects students to other helping resources including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Asking for help is a sign of strength and not weakness or failure. In an emergency, call 9-1-1.
- **The Student Health Care Center at Shands** is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health @Shands offers a variety of clinical services and is

located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or visit the website at <https://shcc.ufl.edu>.

- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>. Do not wait until you reach a crisis to schedule an appointment. Get the help needed to work through stressful situations that impact your personal life and academic performance.

**Career Resource Center (CRC)** offers many **FREE** programs, events and services to help students explore majors and careers, prepare for the future, start a job or internship search, and develop flexible plans to reach career goals. Pre-health students benefit from evaluation of personal statements, learning to develop a resume and completion of a mock interview. Visit <http://www.crc.ufl.edu> for more information.

**UF Teaching Center** offers a **FREE** skills/learning strategies workshop to all UF students. You may work individually with a learning specialist or participate in workshops on a variety of topics. You may also apply for standing appointments in specific subjects. Visit <https://teachingcenter.ufl.edu/study-skills>. The mission of the Center is to prepare students for successful lifelong learning.

See the **schedule of course topics** on the next page.

**Schedule of Topics:** The dates listed below may change due to student interests, learning needs or emergencies.

<b>Date</b>	<b>Topic</b>
<b>Jan 8</b>	Introduction
<b>Jan 10</b>	What is Health and Well Being?
<b>Jan 12</b>	Culture and Explanatory Models of Health (review holistic model)
<b>Jan 15</b>	<b>MLK Holiday</b>
<b>Jan 17</b>	Factors that Influence Health (RWJF model) Barriers to Clinical Care: Access and Quality
<b>Jan 19</b>	Women's Health Research
<b>Jan 22</b>	Social Determinants of Health: Education, Employment, Income
<b>Jan 24</b>	Financial security and health
<b>Jan 26</b>	Quiz 1
<b>Jan 29</b>	Family Health History
<b>Jan 31</b>	Physical health: nutrition
<b>Feb 2</b>	Physical health: activity
<b>Feb 5</b>	Physical health: body weight and composition (Guest)
<b>Feb 7</b>	Physical health: oral (Guest)
<b>Feb 9</b>	Roundtable discussion
<b>Feb 12</b>	Quiz 2
<b>Feb 14</b>	Mental/emotional health: (stress mgt)
<b>Feb 16</b>	Presentation work day – no class
<b>Feb 19</b>	Social/relationship health (Guest)
<b>Feb 21</b>	Social/relationship health: dark side (Guest)
<b>Feb 23</b>	Spiritual health (Guest)
<b>Feb 26</b>	Creativity and health (Guest)
<b>Feb 28</b>	Roundtable discussion
<b>Mar 2</b>	Quiz 3
<b>Mar 5-9</b>	<b>Spring Break</b>
<b>Mar 12</b>	Reproductive health (Guest)
<b>Mar 14</b>	Aging and menopause
<b>Mar 16</b>	Chronic disease: postpartum depression/mental health
<b>Mar 19</b>	Chronic disease: diabetes
<b>Mar 21</b>	Chronic disease: heart disease/stroke
<b>Mar 23</b>	Chronic disease: breast cancer
<b>Mar 26</b>	Chronic disease: arthritis
<b>Mar 28</b>	Chronic disease: osteoporosis
<b>Mar 30</b>	Roundtable discussion
<b>Apr 2</b>	Substance abuse: alcohol (Guest)
<b>Apr 4</b>	Substance abuse: tobacco(Guest)
<b>Apr 6</b>	Lifecycle: disability(Guest)
<b>Apr 9</b>	Lifecycle: undocumented persons (Guest)
<b>Apr 11</b>	Lifecycle: military (Guest)
<b>Apr 13</b>	Lifecycle: mothers and careers
<b>Apr 16</b>	Lifecycle: caregiving
<b>Apr 18</b>	Roundtable discussion
<b>Apr 20</b>	Quiz 4