

WST 3930 Women's Health and Well Being

Fall 2020

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

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Course meetings: MWF 5th period (11:45-12:35) by Zoom

Room: none

Office Hours: MWF before and after class and by appointment; Zoom and phone

TA: none



Affordable UF Initiative: *This instructor uses instructional materials costing less than \$20 per-credit hour to reduce the financial burden associated with higher education. All resources needed for course success are available free-of-charge on the Canvas website.*

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.

Course Credits: 3

Section: 39LG

Class Number: 20207

Prerequisites: None

Course Time Requirements: Mastery of course content requires 120 hours [Carnegie I standard = 2 hrs work outside of class/1 hr of class meeting]. Plan to spend 9 hrs/wk completing course-related meetings, readings and assignments.

Course Website: The instructor posts all assigned readings, homework assignments and assessment tools to the course website on Canvas. The UF Help Desk provides technical support for this course.

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

Course Materials: All assigned readings are available free of charge. When off campus, access articles online using <http://www.uflib.ufl.edu/ufproxy.html>.

Supplemental Reading: Visit the National Institutes of Health (NIH) **Office on Research on Women's Health** (ORWH) <http://orwh.od.nih.gov> for resources that include the A to Z Guide: Sex and Gender Influences on Health; Women's Health Research Slideshow and Health Information for Women. See also Women's Health at the CDC <https://www.cdc.gov/women>

Study Guides: Study Guides are available to help you prepare for exams. Each is posted to Canvas and lists the learning goals associated with topics covered by exams.

Instructional Methods: *Introduction to Health Disparities* 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 develops the knowledge, attitudes, values and skills needed for successful 21st century health care practice. Woven into 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

Teaching Philosophy: Learning is a shared responsibility between students and the instructor; those most engaged learn the most. Dr. Guyer is the content expert responsible for using a variety of instructional methods to engage the range of student learning styles. Each student is responsible for attending every class and engaging in the learning process through active

participation. 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 expects you will:

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.

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

Course Goals: At the end of the semester 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	[9@10 pts]	90 pts.
Family Health History Project Goals		10 pts.
Family History Behavior Change Paper		25 pts.
Women's Health Oral Presentation		25 pt.
Women's Health Peer Evaluation		10 pt.
Quizzes[4@50 pts]		200 pts
Class Attendance and Participation		<u>40 pts.</u>
TOTAL		400 pts.

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: The UF Attendance Policy is clearly described in the 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. Attendance in this course is mandatory, taken randomly, and contributes 15 points toward the final grade.*
- *Excused absences are awarded using criteria from the Undergraduate Catalog. Notify Dr. Guyer 24 hours in advance or after and absence.*

Late 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.

Assignments: The due date for each assignment is posted and visible from the first day of class. Upload assignments using **word.doc or pdf formats. DO NOT use Share Point.** Assignments will include:

- Investigation of Family Health History
- Personal health assessments - learn about women's health by assessing your family history, risk factors and lifestyle for a variety of health conditions.
- Team Presentation of a chronic disease or health condition common among women.

Quizzes: Independent multiple-choice quizzes will evaluate mastery of content from assigned readings, class lectures, homework assignments and guest presentations. Best practices guide the writing and scoring of exams, https://teachingCenter.ufl.edu/files/materials/training/handbook_testing_grading.pdf. Students unable to complete exams on scheduled dates 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 a make-up exam.

Exams Proctored by Honorlock: Exams will be proctored by Honorlock this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7, and all that is needed is a computer, a working webcam/microphone, your ID, and a stable internet connection. To get started, you will need Google Chrome and download the [Honorlock Chrome Extension](#).

Participation: Come to class prepared and on time. Dr. Guyer expects **EACH** student to participate actively in class meetings. 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. Visit the **Participation Assignment on Canvas** to learn how to participate in class.

Course Evaluation: Participation includes providing professional and respectful feedback on the quality of instruction in this course by completing online course evaluations at GatorEvals. Guidance for providing appropriate feedback is available at <https://gatorevals.aa.ufl.edu/students>. Students are notified by email when the evaluation period opens and can complete evaluations on their Canvas course website, visit <https://ufl.bluer.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Improve Your Academic Performance: Follow these suggestions and meet with Dr. Guyer for individualized assessment.

1. Read all assigned articles and review the powerpoint presentation before each class meeting.
2. Take notes in class. Write out the answers in your own words to the learning objectives provided for each presentation.
3. Participate in **extracurricular learning** events that offer BONUS points for participation. BONUS points will not exceed 5% of total grade points.
4. Conduct a “Test Autopsy,” https://teachingCenter.ufl.edu/files/test_autopsy.pdf after each exam. **Bring your autopsy results to meetings with the instructor** when discussing performance or course grade or to the Disability Resource Center (DRC) if contacting a learning specialist.
5. If you have struggled consistently with reading comprehension, writing fluency, processing/retaining information from class and/or time management issues, contact the DRC to schedule an appointment with a learning specialist. **FREE** screening is available to identify learning issues affecting performance. Learning specialists will design individualized programs of support for students meeting the criteria for accommodation.

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.

UF Honor Code: Students must act in accordance with the UF policy on academic integrity. As a student, you have committed yourself to uphold the Honor Code and its pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*”

Violations of the Student Honor Code will lead to course dismissal. Academic honesty and integrity are fundamental to personal and professional development. ***Any student who becomes aware of a violation of the Honor Code is bound by honor to notify Dr. Guyer.***

UF Policy Regarding Software Use: All faculty, staff, and students must comply with 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 UF policies and rules will result in disciplinary action that may include course dismissal.

Counseling and Student Health: Students sometimes experience stress from academic, personal and/or interpersonal issues that interfere with performance. If you find yourself facing issues that can or already have had a negative impact on coursework, please visit 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
- **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 so that the U Matter, We Care Team will 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 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 Student Health Care Center on Fletcher Drive. Student Health @Shands offers 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 <https://shcc.ufl.edu>.
- **Crisis intervention** is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Do not wait until you reach a crisis to schedule an appointment. Get help to work through stressful situations that impact your personal life and academic performance. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>.

Career Connections Center (CCC) offers **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. Complete **FREE** online self-assessments to find careers that match your personality and interests, <https://career.ufl.edu/students/chomp>. Pre-health students benefit from evaluation of personal statements, resume development and completion of a mock interview. Visit <http://www.ccc.ufl.edu> for more information.

UF Teaching Center prepares students for successful lifelong learning and 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>.

Schedule of Topics: The time planned for individual topics may change based upon student interests, learning needs or disasters/emergencies.

Topic Covered this Semester
What is Health and Well Being?
Culture and Explanatory Models of Health
Social Determinants of Health and the Importance of “Place”
Genetics and Family Health History
Women’s Health Research
Financial Security, Health and Well-being
Physical Health and Well-being: Nutrition
Physical Health and Well-being: Activity
Physical Health and Well-being: Obesity
Oral Health and Well-being
Social/Relationship Health and Well-being: Hallmarks of Healthy Relationships
Social/Relationship Health and Well-being: The Dark Side
Mental/Emotional Health and Well-being
Spiritual Health and Well-being
Creativity, Health and Well-being
Reproductive Health and Well-being
Menopause and Well-being
Substance Abuse: Alcohol
Substance Abuse: Tobacco
Substance Abuse: Opioids
Lifecycle: Women in the Military
Lifecycle: Women and Disability
Lifecycle: Mothers and Careers
1 Women’s Health Presentation: Alzheimer’s Disease and Dementia

2 Women's Health Presentation: Mood Disorders and PTSD
3 Women's Health Presentation Breast Cancer
4 Women's Health Presentation: Amenorrhea, Dysmenorrhea, Endometriosis
5 Women's Health Presentation: Polycystic Ovarian Syndrome (PCOS)
6 Women's Health Presentation: Body Image and Eating Disorders
7 Women's Health Presentation: Lupus
8 Women's Health Presentation: Urinary Tract Infections (UTI)
9 Women's Health Presentation: Irritable Bowel Disorder, Crohn's Disease and Ulcerative Colitis
10 Women's Health Presentation: Osteoarthritis
11 Women's Health Presentation: Osteoporosis
Maintaining Health and Well-being Throughout the Live Cycle