

**TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DENTON CAMPUS**

**NURSING 3133
PERSPECTIVES ON WOMEN'S HEALTH**

SUMMER 2005

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NURSING 3133 – PERSPECTIVES ON WOMEN’S HEALTH

COURSE DESCRIPTION:

This course will identify a broad range of health issues that are either unique to women or of special importance to women and will also examine the roles that women play as both providers and consumers of health care in the United States. Women as healers, caregivers, and heroines in the expansion of health care will be celebrated. The student will be provided with the opportunity to explore health care issues of women from adolescence through old age. The interface of gender, socioeconomic disadvantage, and minority status will be emphasized. The medicalization of women’s health will also be critically examined. Feminist theory will provide the framework for exploring these issues. A primary objective of this course is to enable the student to become an informed consumer of health care services.

COURSE CREDIT:

Three (3) semester hours.

COURSE OBJECTIVES:

This course will provide the student with the information to:

1. Be an informed consumer of health care including the ability to identify health care resources available to women of all developmental levels.
2. Describe current and historical trends, theories, and events, which have influenced women’s behavior as health care consumers and providers.
3. Describe health care issues of women related to health risks, health achievement, health maintenance, and health promotion.
4. Separate myth from fact regarding women and their health needs.
5. Examine the influence of gender role stereotyping of women.
6. Analyze the cultural, social, economic, and political implications of women’s health.
7. Evaluate institutional and individual response to traditional and alternative treatments of common women’s health problem.
8. Describe the relationship between values, lifestyle, and socioeconomic and educational status in the health care by women.
9. Develop strategies for improving the health care of women.

SCHEDULE OF TOPICS

Unit I.	Introduction: the Woman’s Studies Perspective
Unit II.	Women at Risk
Unit III.	American Culture: Dangerous to women’s health?
Unit IV.	Promoting Health across the Lifespan & the personal is political

METHODOLOGY:

This class will employ a variety of teaching strategies to meet the course objectives. The teachers and guest speakers will present content to augment that in the reading assignments. Use of the Internet is an integral part of this course. Other teaching strategies include class discussion, exercises, participation, films, and other audiovisuals. The in-class exercises will focus on critical thinking, problem solving, and creativity.

TEXT:

Alexander, L.L., LaRosa, J.H., & Bader, H (2004). *New Dimensions in Women's Health* (3rd ed.). Boston: Jones & Bartlett

EVALUATION:

<u>Assignment</u>	<u>Percent of Final Grade</u>
Blackboard Discussions	50%
Class presentation	25%

The student has the option of deciding which of the following **one (1)** assignment they wish to complete. The student will mark their decision on the *Summary of Student Achievement* form and turn it in to the instructor during the first day of class. Once the decision has been made, the student cannot change the assignments.

Interview	25%
Field Experience	25%
Analysis of Television Commercial	25%
	100%

TWU COLLEGE OF NURSING GRADING SCALE:

A	=	90 – 100
B	=	80 – 89
C	=	72 – 79
D	=	60 – 71
F	=	59 and below

A grade of WF will be recorded if the student has an average grade of below 72% and withdraws from the course after the academic penalty date as stated in the TWU calendar.

CLASS RULES:

“Truth may be, for some of us that which we prefer to believe. And so, we may have a painful learning process to move beyond our own existence. Our goal is to examine a familiar world with a new lens, to examine our own lives in context of the larger world. Expect some anxiety; challenge to long hold values is an uncomfortable phenomenon. Questioning value systems does not include an assault on persons holding the values; class rules will protect us from each other and from ourselves.

1. Recognize the presence of oppressive values and systems, e.g., racism, sexism, heterosexism, classism.
2. Recognize that a tool of oppression is misinformation about all groups of people.
3. Reject blame for what we have believed in the past, and accept responsibility for not repeating false information.
4. Refuse to blame victims for their situations.
5. Agree that people do the best job they can.
6. Try to learn about other groups and ourselves.
7. Share information with others and refuse to demean others.
8. Make our discussions a safe place to share.”

*As adapted from Cannon, L.W. (1990). *Fostering positive race, class, and gender dynamics in the classroom. Women's Studies Quarterly, 18(1&2), 126-133* by Dr. Rhonda Keen-Payne, Harris College of Nursing, Texas Christian University.

ADDITIONAL INFORMATION: Lectures, presentations and/or discussions may be tape recorded with the permission of the instructor. During class do not use your personal cellular phones and keep pagers in the vibrating mode.

ADA Statement

Texas Woman's University complies with all applicable federal, state and local laws, specifically Section 504, of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) with respect to providing appropriate academic adjustments that will afford equal access to the educational process. It is the responsibility of the student to register with the Disability Support Services (DDS) at the beginning of each semester (no later than the second week of school *unless otherwise determined by the DSS director*). For further information regarding DSS, please contact the office at (940) 898-3835 (voice), (940) 898-3830 (TDD), dss@twu.edu or visit CFO 105.

STUDENT CONDUCT POLICIES

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in this handbook relating to standards of conduct and academic life.

Academic dishonesty includes cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts.

Cheating includes but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.

Texas Woman's University
Student Handbook and Planner
2004-2005, Section 4

In the event of academic dishonesty, disciplinary action may be taken. Please refer to the Texas Woman's University Student Handbook and Planner 2004-2005, Section 4.

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