

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: WGST 120**

**Year: 2024-2025**

**Course Title: Women and Health Care**

**Credit Hours: 3**

**I. Course Description:** Health issues affecting women, and women's roles as consumers/recipients, and/or providers of health care are explored. Emphasis is placed upon historical events and social trends affecting contemporary health care, including the influence/impact/consequences of culture, religion, economics, politics, ethics, globalization, the environment, and medical knowledge on the roles of women in health and in illness. Discussions of women's health concerns across the life cycle are included. Global perspectives in women's health and multicultural health care concerns of women worldwide are studied. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. 3 credits (3 Lec.). Fall semester.

**II. Additional Course Information:**

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| 1. This course is intended for the general student population and is also a required course for the Liberal Arts and Sciences: Women and Gender Studies major. |
| 2. WGST 120 can fulfill a social sciences, liberal arts, or unrestricted elective requirement.   |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

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| 1. Describe women's roles and the impact of historic events and trends on women's health.                                  |
| 2. Analyze the social and environmental determinants of women's health, on a personal, local, national, and global level.  |
| 3. Discuss women's health issues across the lifespan including both physical and psychological perspectives.               |
| 4. Apply knowledge of women's health and health care issues for informed decision making and advocacy for self and others. |

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students use the critical thinking skills of inquiry, reflection, and open-mindedness, as well as the skill of information seeking, in the on-line course activities. Each week includes assigned readings from the course text and selected articles, as well as a mini-lecture written by the instructor, from which students gather, interpret, and evaluate relevant information.

The weekly discussion assignment is an on-line open forum that requires students to post an answer to the week's discussion question (posted by the instructor). The criteria require students to research and include at least one valid and reliable source to support the information and their conclusions in this initial post. Students must then post a minimum of two meaningful, in-depth responses to their peers, in which they consider and analyze viewpoints of self and others. The written assignments require students to research two differing positions on the same issue, with sources to support each viewpoint. This requires them to give balanced and serious consideration to perspectives different from their own.

The weekly reflective journal assignment is based on that week's content and readings and requires that students present their reflections and viewpoints to reach informed conclusions and solutions to the problems and issues involved with women's health and health care. Students are encouraged to formulate questions based on their reactions to the readings, and these questions as well as their reflections form the basis for a weekly dialogue between individual students and the instructor.

#### ☒ **Social/Global Awareness**

The course content and readings facilitate students' understanding of how their health and access to health care as women have been influenced and shaped by the complex historical context and cultural context in which women have lived and continue to live. Weekly readings include those which offer historical and international perspectives, as well as those which describe the experiences of women from diverse socioeconomic, geographic, ethnic, and racial groups within the US, are included as required readings. The assigned readings and online lecture help form a knowledge base from which students gain understanding and appreciation of the complex social, economic, and environmental consequences that have shaped and continue to shape women's health and access to health care at the personal (local), national, and global levels.

The reflective journal, online discussion forum, and written assignments encourage students to explore, share, and discuss social, economic, and environmental issues as they relate to and affect women's health. Students learn and appreciate how individual and collective health care choices and decisions have social, economic, and environmental consequences for the local, national, and international/global community. Students gain an appreciation and understanding of how their health and the health of other women are shaped by the complex world in which they live, and of the value of knowledge and informed decision making in their own personal health and health care choices, as well as for the health and health care of other women.

#### ☒ **Information Management**

This course requires students to utilize Blackboard to access materials and turn in assignments. In addition, in order to answer the weekly discussion questions and write the essays students must utilize the research resources of the college library as well as additional appropriate resources.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

### **IV. Essential Topics/Themes**

1. History of women's roles and access to health care.
2. Health promotion and disease prevention.
3. Women's health issues from adolescence to older adulthood (menses, sexuality, fertility, sexually transmitted infections, contraception, childbearing, menopause, sexual and intimate partner violence)
4. Health issues which affect women (obesity, heart disease, cancer, diabetes, mental illness, substance abuse, and other chronic issues)
5. Social and environmental determinants of health (race, gender, sexual orientation, marital status, geography, education, socioeconomic status, health literacy)

### **V. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Writing assignments	40-60
2. Weekly discussions	20-30
3. Weekly reflective journals	20-30

**VI. Texts – ☐ Required      ☒ Recommended      ☐ Used for more than one course (list courses)**

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| 1. Current women's health text written for a non-health care provider audience if available in an open-source format. |
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

**VII. Bibliography of Supplemental Materials** - Current articles which explore topics in women's health. Below is a list of examples, but these should be updated periodically.

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| 1. Watson, H., & Soltanl, H. (2019). Perinatal mental ill health: The experiences of women from ethnic minority groups. <i>British Journal of Midwifery</i> , 27(10), 642-648.  |
| 2. Goode, K., & Rothman, B.K. (2017). African-American midwifery, a history and a lament. <i>American Journal of Economics and Sociology</i> , 76(1), 65-94.  |
| 3. Horwitz, M.E.M., Pace, L.E., & Ross-Degnan, D. (2018). Trends and disparities in sexual and reproductive health behaviors and service use among young adult women (aged 18-25 years) in the United States, 2002-2015. <i>American Journal of Public Health</i> , 108(54), S336-S343.   |
| 4. Daw, J.R., & Sommers, B.D. (2019). The Affordable Care Act and access to care for reproductive-aged and pregnant women in the United States, 2010-2016, <i>American Journal of Public Health</i> , 109(4), 565-571.  |
| 5. Holliday, R.P., Holder, N.D., Williamson, M.L.C., & Surís, A. (2017). Therapeutic response to Cognitive Processing Therapy in White and Black female veterans with military sexual trauma-related PTSD. <i>Cognitive Behavioral Therapy</i> , 46(5), 432-446.  |
| 6. Sisson, H. (2015). Vaccination uptake in pregnant women. <i>Practice Nursing</i> , 26(2), 84-87.   |
| 7. Gallo, M.F, Legardy-Williams, J., Steiner, M.J., Macaluso, M., Carter, M., Hobbs, M.M., Hylton-Kong, T., Anderson, C., Costenbader, E., & Warner, L. (2016). Sexual relationship power and semen exposure among female patients at a sexually transmitted infection clinic in Kingston, Jamaica. <i>Archives of Sexual Behavior</i> , 46, 2157–2164. |
| 8. Burton, K., Ayangeaaa, S., Kerr, J., Kershner, S., & Maticka-Tyndale, E. (2019). Examining sexual concurrency and number of partners among African, Caribbean, and Black women using the social ecological model: Results from the ACBY study. <i>The Canadian Journal of Human Sexuality</i> , 28(1), 46–56.  |
| 9. Von Hedel, K., Mejía-Guevara, I., Avendaño, M., Sabbath. E.L., Berkman, L.F., Mackenbach, J.P., & von Lenthe, F.J. (2016). Work-family trajectories and the higher cardiovascular risk of American women relative to women in 13 European countries. <i>American Journal of Public Health</i> , 106(8), 1449-1456.                                   |
| 10. Resko, S.M., Mountain, S.K., Browne, S., Kondrat, D.C., & Kral, M. (2018). Suicidal ideation and suicidal attempts among women seeking treatment for substance abuse and trauma symptoms. <i>Health and Social Work</i> , 43(2), 76-83.   |
| 11. Joe, J.R., Norman, A.R., Brown, S., & Diaz, J. (2020). The intersection of HIV and intimate partner violence: An application of Relational-Cultural Theory with Black and Latina women. <i>Journal of Mental Health Counselling</i> , 42(1), 32-46.   |
| 12. Thompson, K.A., & Bardone-Cone, A.M. (2018). Menopausal status and disordered eating and body image concerns among middle-aged women. <i>International Journal of Eating Disorders</i> , 52, 314–318.   |

13. Marvan, M.L., Espinosa-Hernandez, G., Martinez-Garduno, M.D., & Jasso, K. (2018). Attitudes toward menopause, sexual function and depressive symptoms in Mexican women. *Journal of Psychosomatic Obstetrics & Gynecology*, 39(2), 121-127.
14. Ahlgren, C., Hammarström, A., Sandberg, S., Lindahl, B., Ollson, T., Larsson, C., & Fjellman-Wiklund, A. (2015). Engagement in new dietary habits – obese women’s experiences from participating in a 2-year diet intervention. *International Journal of Behavioral Medicine*, 23, 84-93.
15. Kucharska, J. (2018). Cumulative trauma, gender discrimination and mental health in women: Mediating role of self-esteem. *Journal of Mental Health*, 27(5), 416-423.
16. Gage, A.J., & Thomas, N.J. (2017). Women’s work, gender roles, and intimate partner violence in Nigeria. *Archives of Sexual Behavior*, 46, 1923–1938.

Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

**Audiovisual:** Films on Demand via the library.

**Electronic:** Numerous electronic databases of books and articles available via the library.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*