



University of South Florida
College of Public Health

PHC 6532: Women’s Health Issues in Public Health

Fall 2021

001 | 3 Credit Hours

COURSE SYLLABUS

Course Description	<p><i>An analysis of the historical, social, and political aspects of women's health through the lifespan from a public health perspective, including how women’s roles as consumers and providers of care are shaped by public and cultural assumptions.</i></p> <p><i>Extensive discussions include</i></p> <p><i>(1) the role of research in women’s health,</i></p> <p><i>(2) how women’s health is multi-disciplinary in nature,</i></p> <p><i>(3) the role of ethics in women’s health,</i></p> <p><i>(4) how advances in the health and social sciences have altered the ways in which women’s health is viewed and studied, and</i></p> <p><i>(5) how social determinants of health can impact women’s health issues.</i></p>		
Pre-requisites	None. Graduate level.	Co-requisites	None.
Course Website	http://my.usf.edu (Canvas)	Delivery Method	Campus
Location	LRC 108	Day(s)/Time(s)	Tuesdays, 5:00-7:45pm

Instructor Information	Cheryl Vamos, PhD, MPH	Office location: LRC 213
	cvamos@usf.edu	Office hours: By appointment
	USF Office Phone Number: (813) 974-7515	Preferred method of contact: Email
	Reply Policy: Email messages will be responded to within 48 hours.	

Instructor Information	Richard Powis, PhD	Office location: Teams
	richardpowis@usf.edu	Office hours: By appointment
	Phone	Preferred method of contact: Email
	Reply Policy: Weekdays, 9:00-7:00	

Course Requirements

<p>Required Materials</p>	<p><i>Kendall, Mikki. 2020. Hood Feminism: Notes from the Women that a Movement Forgot. New York: Viking. (ISBN: 9780525560548 0525560548)</i></p> <p>This book that we will be discussing as a class during our Book Club meeting is available for purchase through its publisher and/or a variety of websites (e.g., Amazon, ThriftBooks).</p> <p>You will also be required to select another book to apply to your individual Book Review Assignment. This book may be available via the USF Bookstore. https://www.bkstr.com/usftampastore/home. Otherwise, you can purchase your chosen book through a variety of websites as well.</p> <p><i>Other required weekly course materials (journal articles, website links, videos) will be posted in Canvas.</i></p>
<p>Recommended Materials</p>	<p><i>Supplementary materials will be posted to Canvas.</i></p>

Course Schedule*

Lesson	Topic	Assignment and Readings
Lesson 1 (8/24)	Introduction to the Course Theoretical Foundations Part I: Social Determinants of Health; Social Ecological Model; Life Course Theory	<ul style="list-style-type: none"> • Materials on Canvas
Lesson 2 (8/31)	Theoretical Foundations Part II: Health Literacy; Medicalization; Feminist Theory; Theory of Gender and Power	<ul style="list-style-type: none"> • Materials on Canvas • Discussion Post
Lesson 3 (9/7)	History of Women's Health (Guest: Dr. Ellen Daley)	<ul style="list-style-type: none"> • Materials on Canvas • Discussion Post • Choose book for Book Review • Scavenger Hunt Due
Lesson 4 (9/14)	Sex, Gender, and Health	<ul style="list-style-type: none"> • Materials on Canvas • Discussion Post • Photovoice Due
Lesson 5 (9/21)	Reproductive Rights and Justice	<ul style="list-style-type: none"> • Materials on Canvas • Discussion Post
Lesson 6 (9/28)	Pregnancy and Birth Outcomes (Guest: Dr. Bill Sappenfield)	<ul style="list-style-type: none"> • Materials on Canvas • Discussion Post

Lesson	Topic	Assignment and Readings
Lesson 7 (10/5)	Reproductive Health (Part 1)	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 8 (10/12)	Reproductive Health (Part 2)	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 9 (10/19)	Mental Health (Guest: TBD) Book Review Presentations	<ul style="list-style-type: none"> Materials on Canvas Discussion Post Book Review Due
Lesson 10 (10/26)	Cancers and Chronic Illness Women and Aging	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 11 (11/2)	Violence against Women (Guest: Dr. Abraham Salinas)	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 12 (11/9)	Vulnerable Populations	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 13 (11/16)	Global/International Women's Health (Guest: Dr. Arlene Calvo)	<ul style="list-style-type: none"> Materials on Canvas Discussion Post
Lesson 14 (11/23)	Book Club: Hood Feminism	<ul style="list-style-type: none"> Complete Kendall Book Discussion Post
Lesson 15 (11/30)	Finals Presentations	<ul style="list-style-type: none"> Final Presentations
Lesson 16 (12/7)	Exam Week (no class)	<ul style="list-style-type: none"> Final Paper (Due 12/5)

*Above is a tentative course schedule. The instructors reserve the right to modify the course schedule given the pace, guest speaker, and students' needs. All updates in the schedule will be communicated via Canvas.

Grading Policies and Procedures

Grading Scale

Letter Grade	Percentage (%)
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Incomplete ("I") Grade: Students who are unable to complete all requirements of the course for circumstances beyond their control may request to receive an "I" grade to allow for completion of the remaining coursework the next semester(s).

Undergraduate: <https://catalog.usf.edu/content.php?catoid=13&navoid=1578#i-grade-policy>

Graduate: <https://catalog.usf.edu/content.php?catoid=12&navoid=1375#academic-standards-and-grades>

Grading Criteria

Assessment	Due Date	Percent of Final Grade
<i>Participation and Preparedness</i>	<i>Throughout Course</i>	<i>25%</i>
<i>Scavenger Hunt</i>	<i>September 7</i>	<i>15%</i>
<i>Book Review and Presentation</i>	<i>October 19</i>	<i>15%</i>
<i>Final Presentation</i>	<i>November 30</i>	<i>20%</i>
<i>Final Paper</i>	<i>December 5</i>	<i>25%</i>
Total		100%

Assessment Description

Participation and Preparedness (25%): Participation consists of online and in-class activities, and homework assignments. It is difficult to participate in class if you are not prepared.

- (1) Students are required to post a short response to the assigned readings on Canvas by **12:00PM ET (noon)** each Tuesday **before** class. Specific prompts will be provided to help you briefly synthesize and reflect on that week's materials. We want to know what you think about the readings and how (or if) you can relate them to previous discussions. Please include a question you would like to ask or discuss in class.
- (2) At the beginning of each class, you will be asked to "check in," which means you will take less than two minutes to talk about what you thought or didn't understand about the readings and one thing you would like to talk about during that class meeting. You can "pass" twice (not share your two minutes overview/reflection/question at the beginning of class) before your Participation grade becomes impacted.
- (3) Class sessions, in part, contain some level of discussion and interaction based on assigned readings and other material for the corresponding class date. Students are expected to demonstrate thoughtful engagement with the materials in class during discussions and group activities.

Scavenger Hunt, due 9/7 (15%): The purpose of the web-based scavenger hunt is to familiarize yourself with available health-related electronic resources on the web. This assignment will also demonstrate the importance of individual and organizational health literacy, including eHealth literacy. By the end of the assignment, students will be able to identify reliable sources for women's health information and public health indicators, as well as identify national organizations and other stakeholders of relevance to women's health issues. In addition, students will be able to assess factors impacting one's ability to access, understand, appraise, and apply information and services found online. Students will be able to access this assignment under the "Assignments" tab of Canvas. Students should complete this assignment independently of other classmates. The Scavenger Hunt assignment is due **Tuesday, September 7 by 5:00 pm ET**.

Book Review and Presentation, due 10/19 (15%): The purpose of this assignment is to allow students to reflect on social issues that impact women's health. It will also put in context the factors that can affect women's health issues. At the beginning of the semester, each student will select a book from a pre-approved list and read it to develop a book review. Upon completion of the book, each student will write a two-part, 4-6 page paper that includes: 2-3 page book review and 2-3 page reflection paper; and give a brief presentation on the book to the class.

Select a book from this list (or choose one of your own) and notify the instructor (via E-mail) of your selection by September 7. Recommended selections:

- Tomorrow Sex will be Good Again: Women and Desire in the Age of Consent (Katherine Angel)
- The Elusive Embryo: How Women and Men Approach New Reproductive Technologies (Gay Becker)
- Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization (Khiara Bridges)
- Reproductive Injustice: Racism, Pregnancy, and Premature Birth (Dána-Ain Davis)
- Birth as an American Rite of Passage (Robbie Davis-Floyd)
- Hunger: A Memoir of My Body (Roxeane Gay)
- Playing the Whore: The Work of Sex Work (Melissa Gira Grant)
- Pregnancy in Practice: Expectations and Experience in the Contemporary US (Sallie Han)
- Malignant: How Cancer Becomes Us (S. Lochlann Jain)
- Encounters with Aging: Mythologies of Menopause in Japan and North America (Margaret Lock)
- The Woman in the Body: A Cultural Analysis of Reproduction (Emily Martin)
- Icons of Life: A Cultural History of Human Embryos (Lynn Morgan)
- The Violence of Care: Rape Victims, Forensic Nurses, and Sexual Assault Intervention (Sameena Mulla)
- Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America (Rayna Rapp)
- Killing the Black Body (Dorothy Roberts)
- Revolting Prostitutes: The Fight for Sex Worker's Rights (Molly Smith and Juno Mac)
- Reproduction on the Reservation: Pregnancy, Childbirth, and Colonialism in the Long Twentieth Century (Brianna Theobald)
- Ancient Bodies, Modern Lives: How Evolution has Shaped Women's Health (Wenda Trevathan)
- No Alternative: Childbirth, Citizenship, and Indigenous Culture in Mexico (Rosalyn A. Vega)

These books are available for purchase through their publishers, a variety of websites (e.g., Amazon, ThriftBooks) or through the USF Library system. Read the entire book and then complete the following parts of the assignment.

Part 1. Write a 2-3 page Book Review on this book. This is separate from the reflection paper, but both are submitted together in one document with two separate sections. Use this New York Times example of a book review: http://www.nytimes.com/2012/05/13/books/review/making-babies-by-anne-enright.html?_r=0

This review should entice readers for this book. Here are a couple websites to help you with writing this review.

<https://owl.english.purdue.edu/owl/resource/704/01/>

<http://writingcenter.unc.edu/handouts/book-reviews/>

This section should include a title page and reference page, in addition to the 2-3 required pages. All pages should be numbered. Follow APA 7th Edition formatting for references. Remember, if you are citing a quote or statement from the book, it should be cited appropriately. All papers should be written in Arial or Times New Roman, 12-point font, double spaced, with 1" margins.

Part 2. Write a 2-3 page Reflection Paper on this book. Describe the primary premise of the book and how it impacts your life and women's lives. How does this book intersect with some of the topics we have described this semester? Do you think your perspectives on women's health have changed since reading this book? This paper should include a title page and reference page, in addition to the 2-3 required pages. All pages should be numbered. Follow APA 7th Edition formatting for references. Remember, if you are citing a quote or statement from the book, it should be cited appropriately. All papers should be written in Arial or Times New Roman, 12-point font, double spaced, with 1" margins.

Part 3. Develop a 4-5 slide presentation in PowerPoint on your book review. The presentation should last between 5-7 minutes. It should include the following main points:

- Book title, author, publisher
- Main premise of the book
- Brief highlights of points you included in your Book Review (Part I) and Reflection (Part II)
- How at least one of the theories discussed in this course (e.g., Social Determinants of Health; Social Ecological Model; Life Course Theory; Health Literacy; Medicalization; Feminist Theory; Theory of Gender and Power) applies to the content of this book
- Discussion of what was the most striking part of the book for you or an “ah ha” moment
- Why others should read this book

A grading rubric will be available on Canvas. Your Book Review and Presentation is due **Tuesday, October 19 by 5:00 pm ET**. In addition to your Book Review, you will also be required to upload your Presentation PPT to Canvas.

Final Presentation, on 11/30 (20%): The final presentation is an oral presentation of your Final Paper (women’s health topic of your choice). Prepare a presentation in PowerPoint that you will use when you present your Final Paper to the class. The presentation should be approximately 10-15 minutes. An additional 5-10 minutes will be allotted for question/answer period and additional discussion.

Presentations will be graded on:

- a. Organization (logical; interesting sequence which audience can follow; simple text/graphics/visuals to illustrate key points)
- b. Content and Subject knowledge (incorporates major assignment components from Final Paper; mastery of topical area; ability to thoughtfully respond to class questions during discussion)
- d. Presentation delivery (e.g., clear slides; no spelling/grammatical errors; engaging presentation; seldom refers to notes).

A grading rubric will be available on Canvas. You will also be required to upload your Presentation PPT to Canvas.

Final Paper, due 12/5 (25%): The final project will be a 10-page research-oriented paper that synthesizes, integrates and applies material and themes from the class to a women’s health topic or issue of your choice. This could be an ongoing current event in Women’s Health, your own thesis/dissertation research, or another topic that is of personal and/or professional interest to you. The page count does not include the References section. Please cite at least three materials from this course. A grading rubric will be available on Canvas. Your submission is due **Sunday, December 5 at 11:59 pm ET**.

2021 Fall COVID-19 Mitigation Expectations

All students and instructors are expected to wear face coverings, at all times, during in-person classes. Per guidance from the CDC and Board of Governors, we expect that all members of our community will wear a mask on campus, vaccinated or unvaccinated. This is especially important while indoors, in crowded outdoor settings, if you have a weakened immune system or an underlying medical condition. Masks will be made available to anyone who needs one.

USF strongly urges all community members to get fully vaccinated. Vaccines are our most reliable means of preventing the spread of COVID-19. The vaccine is free, readily available, and all of USF's faculty, staff, and students are of age to be eligible for the vaccine; therefore, if someone chooses not to be vaccinated, they are assuming significant risk, including isolation and quarantine. Vaccines are also the most reliable way to ensure that students do not face any disruption to their studies or social activities, and faculty and staff do not face disruption to their teaching, research, or university work.

It is critically important that individuals who feel unwell stay home and contact Student Health Services or their primary care provider for medical advice. Report all possible exposures to assessCOVID@usf.edu.

Students in in-person classes may be assigned to the same seat for the duration of the Fall semester. This can assist with exposure assessments should they be necessary.

A student who will be absent from an in-person class (due to isolation, quarantine or other reason) must notify the instructor immediately for guidance on academic continuity and student learning.

Instructors may schedule remote office hours during the Fall 2021 semester.

In-person classes may be asked (by USF leadership or the COVID-19 team) to transition to temporary remote instruction at any point in the Fall semester.

Grading Policies

Late Assignments: A penalty of 5 points per day will be applied to all late assignments. Failure to complete any assignment will not constitute an excuse for being assigned an "I" grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency, or similar problem.

References: All written assignments (Literature Review; Media Critiques) must comply with the American Psychological Association (APA) 7th edition guidelines for referencing material. You may use another appropriate referencing style for your Theory-Based Intervention or Research Posters for readability purposes.

Extra Credit: There is no extra credit in this class.

Final Grades: All final grades will be posted on Canvas.

Academic Integrity: The College of Public Health considers academic integrity to be a critical component of higher education. It can be useful for students to collaborate when studying and learning course material. And, in some cases, certain social media platforms can be used to help facilitate learning. However, the use of technology (such as GroupMe, CourseHero, SnapChat, etc.) to cheat is in violation of the academic integrity policy at USF. This includes sharing exam questions, taking exams together, posting previous assignments, downloading assignments/course content from unapproved sources, directly copying content from outside sources (plagiarism), purchasing or soliciting content, or participating in discussions related to cheating.

Students who witness cheating, such as in an online chat, even if they are not actively participating, are required to report the activity. Awareness of cheating without reporting it is called complicity. Complicity also bears penalty according to the USF academic integrity policy.

The College of Public Health will impose sanctions for plagiarism, cheating, and complicity that are in direct violation of USF's academic integrity policy. This may include a zero on an assignment/exam, failure of a course, assignment of an FF course grade, which indicates academic dishonesty on the student's USF record, or dismissal from the University. See the [Institutional Policies](#) for more details.

Course Competencies and Objectives

Alignment Matrix				
CONCENTRATION COMPETENCIES (CC): <i>MCH</i>	COURSE OBJECTIVES: <i>PHC 6532 - WOMEN'S HEALTH ISSUES IN PUBLIC HEALTH</i>	MEETS CC	ASSESSMENTS*	SESSION #
A. Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH, including morbidity and mortality; individual, family, social and community factors; and health system characteristics.	1. Demonstrate an understanding of the contemporary Women's Health Movement (WHM) and its most significant contributions to women's health.	A-F	Participation, Book Review, Final Presentation, Final Paper	1-5, 9, 13-15
B. Describe the scope and impact of MCH problems for children, women, and families.	2. Describe common health issues of women across the lifespan and from both a population-based and a life course perspective, including gender differences between women and men.	A, B, D, F	Participation, Book Review, Final Presentation, Final Paper	5-12
C. Apply organizational theory to public health, program planning, management, and evaluation.	3. Explain how the institutionalization and medicalization of health care have been barriers to women.	A, B, D, F	Participation, Book Review, Final Presentation, Final Paper	1-5, 13-15
D. Describe MCH history, policy development, major programs, laws, regulation, advocacy movements and current legislative mandates.	4. Assess specific health issues for women from an interdisciplinary perspective.	A, B, F	Participation, Scavenger Hunt, Book Review, Final Presentation, Final Paper	5-12
E. Summarize data on a policy, write policy statement, and translate policies into organization.	5. Identify the determinants that lead to differential outcomes in women's health.	A, B, F	Participation, Scavenger Hunt, Book Review, Final Presentation, Final Paper	1-5
F. Utilize cultural competence and social justice concepts, community partnership development, and ethical standards in practice.	6. Apply related models and theory to women's health issues.	A-F	Participation, Book Review, Final Presentation, Final Paper	1-5, 13-15
	7. Understand and critically apply the Social Determinants of Health framework to a range of women's health issues.	B, C, F	Participation, Book Review	all
	8. Describe how the WHM and the information gained from this course have affected you personally.	E, F	Participation, Book Review	all

* **Assessment Types:** Participation, Scavenger Hunt, Book Review, Final Presentation, Final Paper

Additional Course Information

Reference List

See Canvas for required and supplemental readings and other information/material throughout the semester.

Other helpful resources:

Center for Reproductive Rights

<https://www.reproductiverights.org/>

Engender Health

<http://www.engenderhealth.org/ia/cbc/index.html>

Entre Nous The European Magazine for Sexual and Reproductive Health

<http://www.euro.who.int/entrenous>

Family Care International (Publications, Training Materials)

http://www.familycareintl.org/en/resources/publications?region_id=4&sort=title

Family Health International (Interventions, Research, Training, Publications)

<https://www.fhi360.org/>

Guttmacher Institute (Publications, Reports, Fact Sheets, Policy Statements)

<http://www.guttmacher.org/>

(Guttmacher Institute) International Family Planning Perspectives Archives

<https://www.guttmacher.org/journals/ipsrh>

International Consortium for Emergency Contraception (Publications, policy statements, advocacy, resources)

<http://www.cecinfo.org/>

International Planned Parenthood Federation

<http://www.ippf.org/en/>

International Reproductive Health Survey Reports (Centers for Disease Control and Prevention)

<https://www.cdc.gov/reproductivehealth/global/tools/surveys.htm>

International Women's Health Coalition

<https://iwhc.org/>

Pathfinder International (International demographics, Initiatives, Policies, Advocacy, Publications on Reproductive Health and Access)

<http://www.pathfind.org>

Population Council

<http://www.popcouncil.org>

United Nations Population Fund (Reproductive Health Publications)

http://www.unfpa.org/publications/index.cfm?filterID_Key_Issue=2

UN Women

<https://www.unwomen.org/en>

United States Agency for International Development (USAID) Health
<https://www.usaid.gov/what-we-do/global-health>

WHO Global Reproductive Health Strategy
<http://www.who.int/reproductive-health/strategy.htm>

Other Information

N/A

Course Policies

Class Participation

Everyone will have an opportunity to participate each week, please be respectful of other's rights to be heard. Class participation is expected, please be mindful and do not monopolize the conversation. See Class Participation Grading Rubric for more details on unexcused or excessive absences, not being prepared to discuss or work with the group, and not actively participating in class discussion.

Instructor Expectations

Women's Health covers a number of complex, political, and difficult issues. Students will be asked to carefully consider the materials presented and discussed, and to listen respectfully to other students' opinions. We all have our own worldviews and values, and this course attempts to bring us all together in conversation on these important topics where we voice our views and carefully listen to the views of others, all in the context of the course materials.

This is a graduate level exploration of many sensitive and timely topics that can be controversial and require maturity and thought. The expectations for this class are that we treat each other with respect and kindness. DO NOT talk to someone else while either an instructor or someone else is talking – it is highly disrespectful.

There will be a substantial amount of material on Canvas in the form of reading material and other media. You are expected to have read and viewed these lectures **before** the class in which they will be discussed. While much of the information presented in these lectures will not be directly discussed in-class, it is essential that you know it beforehand to adequately participate in class discussion.

Institutional Policies and Resources

Institutional Policies

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies, which apply to all classes at USF. These policies may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Title IX provides federal protections for discrimination based on sex, including pregnancy and sexual harassment, sexual violence, stalking, and relationship violence. In effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking**. The Title IX Office makes

every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy –a confidential resource that can review all your options at 813-974-5756 or va@admin.usf.edu.*

Other Institutional Policies and Resources

Download at: <https://usfhealth.box.com/s/3nxazd87ucg5ixlzf5wxkii009rte8z6>