

HLTH106 : Women's Health Education

General Information

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Course Code (CB01) :	HLTH106
Course Title (CB02) :	Women's Health Education
Department:	HLTH
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1201.00) Health Occupations, General
CIP Code:	(51.0000) Health Services/Allied Health/Health Sciences, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000646892
Curriculum Committee Approval Date:	12/13/2023
Board of Trustees Approval Date:	01/09/2024
Last Cyclical Review Date:	12/13/2023
Course Description and Course Note:	HLTH 106 analyzes the biological, psychological, and sociocultural aspects of women's health, and explores health services, health education, and healthcare delivery systems. Students explore topics including disease development, fitness and nutrition, substance abuse, reproductive health, and age-associated changes. We will also examine social determinants of health and health inequities as well as contemporary issues relating to LGBTQ+ rights, racism, ageism, gender stereotypes and gender roles, politics, and the role of women in the family, workforce, community, and society. In addition, we develop strategies for social and political change.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Health
Alternate Discipline:	
Alternate Discipline:	

Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading Basis
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none">Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
E-Lifelong Learning and Self-Development	Lifelong Learning and Self-Development	Approved	09/05/2001	No Comparable Course defined.
D-Social Sciences	Social Sciences	Approved	09/03/2024	

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	09/03/2024	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
PH	Public Health	Approved	09/03/2024	PH 116 - Women's Health

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours**Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

Total 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

Total 108**Time Commitment Notes for Students**

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ABSE186 - Essentials in Reading and Writing 1

Objectives

- Comprehend both literature and information-based texts at a high school level.
- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Articulate answers to comprehension and analysis questions.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

OR**Advisory**

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.

- Summarize readings.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.

AND

Advisory

LIB100 - Critical Approaches to Information Research

Objectives

- Recognize the information cycle as a community conversation that may include primary, secondary, popular, peer-reviewed, and other source types.
- Formulate a research question to guide inquiry.
- Design and use search strategies by brainstorming key words, refining search terms, and using advanced limiters in different systems.
- Distinguish between different source types, understanding the characteristics of various publication practices, purposes, audiences, and formats.
- Assess sources for credibility, considering indicators such as authority, currency, accuracy, point of view, purpose, evidence and the context of how information is produced.
- Recognize that critical assessment of information is an empowering practice that furthers civic engagement in a democratic society.
- Use citation and attribution to give credit to the ideas and work of others.
- Recognize underlying factors (racial, ethnic, gendered, linguistic, and socioeconomic) that impact inequities in the access to and the creation of information sources.

Entry Standards

Entry Standards

No value

Course Limitations

Cross Listed or Equivalent Course

No value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Demonstrations

Methods of Instruction Multimedia

Methods of Instruction

Guest Speakers

Methods of Instruction

Collaborative Learning

Methods of Instruction

Discussion

Out of Class Assignments

- Research projects (e.g. research presentation or paper describing the positive health effects of weight training for women)
- Group projects (e.g. class presentation summarizing current trends in public health statistics for women)
- Self-analysis (e.g. summary of individual dietary and exercise habits)

Methods of Evaluation**Rationale**

Exam/Quiz/Test

Quizzes

Exam/Quiz/Test

Written midterm exams

Exam/Quiz/Test

Written final exam

Textbook Rationale

No Value

Textbooks**Author****Title****Publisher****Date****ISBN**Linda Lewis Alexander, PhD,
FAAN; Judith H. LaRosa, PhD,
RN, FAAN; Helaine Bader,
MPH; Susan Garfield, SM, MSc;
William Alexander, MANew Dimensions in Women's
Health, 8th Ed.Jones & Bartlett
Learning

2021

9781284178418

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives**Course Objectives**

Demonstrate knowledge of the female body, particularly reproductive anatomy and physiology, and sexual response system.

Identify various reproductive options and methods of contraception that may reduce the risk of unplanned pregnancy and sexually transmitted infections for heterosexual and LGBTQ+ women, and analyze differences in reproductive and other healthcare services in various racial and socioeconomic communities.

Identify the risks associated with the development of diseases and infectious conditions particular to women, such as breast cancer, cervical cancer, osteoporosis, and depression.

Describe how the physical, psychological, intellectual, environmental, and social aspects of health impact women in society using evidence-based research.

Analyze the impact of the social determinants of health in the prevention of illness and disease, and on the availability and quality of health services, health education, and healthcare delivery for women of various race, ethnicity, sexual orientation, disability, and socioeconomic status.

Analyze the social determinants of women's health using a feminist and theoretical perspective to promote and understand health equity and diverse concerns on an individual, community, state, and nation.

Analyze the broad scope and interplay of the politics on women's health and delivery of health services, health education, and healthcare, and develop strategies for change.

Explore contemporary health issues and ethics concerning LGBTQ+ rights, Black Lives Matter (BLM), gender roles and stereotypes, ageism, ableism, and the role of the woman in the family, workforce, community, and society using qualitative and quantitative methods.

Locate, interpret, and critically evaluate qualitative and quantitative women's health research and findings to gain an understanding of scientific validity, ethical issues, and potential cultural and demographic bias.

Communicate in writing and orally the scientific language of women's health research.

SLOs

Interpret the reliability of multi-media delivered health information for women.

Expected Outcome Performance: 70.0

ILOs
Core ILOs

Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

SOC 5 Social Justice: Gender Studies	Analyze how these formations intersect with other socially salient aspects of identity including but not limited to race, class, and nation
	Articulate connections between global, regional, and local issues pertinent to the study of gender and sexuality.
	Knowledge and skills to critically examine individual experiences, social institutions, and historical perspectives through the lens of gender and sexuality

HLTH Core PLOs	Communicate health information in oral and written forms through a variety of media and technology.
	Identify and apply theories of health, disease and wellbeing in the planning, implementation, assessment and evaluation of health interventions.

Describe contemporary health women's health issues.

Expected Outcome Performance: 70.0

Analyze the impact of biological, social, political, and environmental determinants of health on women's health, including LGBTQ+ women.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Physical reproductive health (6 hours)

- Reproductive anatomy and physiology
- Sexual response
- Hormonal cycles
- Menstruation and menopause

Contraception and reproductive options (6 hours)

- Methods to prevent pregnancy and sexually transmitted infections
 - Hormonal
 - Barrier
 - Sterilization
- Termination of a pregnancy
- Pregnancy
- Maternal and infant health
- Racial differences in infant mortality
- Reproductive options

Nutrition, fitness, and weight control (6 hours)

- Nutritional needs for women
- Types of exercise
- Impact of nutrition and exercise on disease prevention

Diseases and infectious conditions particular to women (6 hours)

- Menopause
- Bone density and osteoporosis
- Cardiovascular disease
- Cancers of the female reproductive system

Health services, health education, and healthcare delivery (3 hours)

- Diverse communities
- LGBTQ+ women
- Racial differences and inequities
- Socioeconomic status
- Disability status

Psychological health (6 hours)

- Stress response and stress management
- Sexist discrimination
- Racism
- Substance use, abuse, and dependency
- Mental health disorders
- Mental health treatment and resources
- Dual Diagnosis/Co-Occurring Disorders

Intellectual health (3 hours)

- Education
- Career choice
- Scientific research on women's health
- Credibility criteria
- Methodology
- Racial, ethnic, socioeconomic status, and gender bias in health research

Environmental health (3 hours)

- Health services
- Health education
- Health care delivery systems

Social health (6 hours)

- Relationships and communication strategies
- Gender-based violence, objectification in the media, and discrimination
- LGBTQ+ issues and rights
- Gender identity, roles and stereotypes, past and present
- Women's activism and politics
 - Historical and contemporary women's health issues
 - Strategies for change

Social determinants of health (6 hours)

- Prevention of illness and disease
- Availability and quality of health services, health education, and healthcare delivery
 - Impact of race, ethnicity, sexual orientation, and socioeconomic status
- Feminist analysis and theoretical perspective
 - Health equity and diverse concerns
 - Individual, community, state, and national level

Contemporary health issues (3 hours)

- Qualitative and quantitative methodology
- Research standards and ethics
- Writing and speaking the scientific language
- LGBTQ+ rights
- BLM
- Gender roles and stereotypes
- Ageism
- Ableism
- Role of the woman in the family, workforce, community, and society

Total hours: 54