

**Cañada College
Official Course Outline**

1. COURSE ID: HSCI 116 **TITLE:** Women's Health Issues

Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester

Method of Grading: Letter Grade Only

Recommended Preparation:

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Eligibility for MATH 110 or 111.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU; UC

AA/AS Degree Requirements:

Cañada GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1:

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

3. COURSE DESCRIPTIONS:

Catalog Description:

This course serves as an introduction to issues related to women's health. Studies include the physiology of female reproductive cycles, contraception, pregnancy and menopause, as well as the psychological and sociological impacts of these life stages on women. The affect of diet, physical fitness and disease on the physical and mental well-being of women are also considered.

Schedule of Classes Description

Study of current issues in women's health.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

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

- A. Describe the basic nutritional needs of females throughout life, and explain why women of particular ages, cultures and/or socioeconomic backgrounds may be at specific nutritional risk.
- B. Describe the differences in nutritional requirements for females as compared to males and discuss the physiological basis for these differences.
- C. Propose a strategy for supporting better mental health for women.
- D. Graph the hormonal shifts that occur during the ovarian and uterine cycles and describe the key physical symptoms a female may experience as a result of these changes.
- E. Describe the physiological changes that occur during pregnancy.
- F. Give an example of how pregnancy and/or parenting might impact a woman's mental health and overall lifestyle.
- G. Describe the physiological changes that occur during menopause.
- H. Give an example of how menopause might impact a woman's mental health and overall lifestyle.
- I. Describe the physiology of 2 different contraceptive methods and evaluate the potential effectiveness of these methods for a woman based on her age and lifestyle.
- J. Discuss factors that may influence a woman's decision of whether to use contraception, and which method to use.
- K. Give an example of a disease which manifests differently in females as compared to males and discuss the physiological basis for this difference.

6. COURSE CONTENT:

Lecture Content:

1. Survey of female anatomy and physiology, with an emphasis toward health concerns specific to women.
2. Human nutritional requirements with emphasis on female nutrition. Special consideration will be given to discussing issues relating to food access and nutritional risk that affect women in particular (e.g. – Women, Infants and Children (WIC) program) and the associated sociological factors. This may include current data and recommendations available from various governmental agencies.
3. Mental health concerns with emphasis on those most likely to affect females during/throughout their

lifecycle.

4. Basic anatomy and physiology of the female reproductive system with emphasis on the uterine and ovarian cycles, their hormonal regulation and their role in fertility.
5. Anatomical and physiological aspects of pregnancy including physical symptoms, hormonal changes and changes in nutritional requirements.
6. Psychological and sociological aspects of pregnancy and parenting including mental health impact and affect on lifestyle, relationships and sexuality.
7. Anatomical and physiological aspects of menopause including physical symptoms, hormonal changes and changes in nutritional requirements.

Lab Content:

TBA Hours Content:

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Short essays on examinations
- B. Essay assignments throughout semester - on assigned guided research (i.e. - listen to a radio broadcast & write a reflection) or experiential work (i.e. -students collect own basal temperature data for 1 week during reproduction/pregnancy unit & report data/write reflection)
- C. Major semester project - a woman's oral history of a health experience

Reading Assignments:

- A. Approximately 1 chapter per week in the textbook
- B. Original articles as assigned

Other Outside Assignments:

None.

To be Arranged Assignments (if applicable):

Not applicable.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Exams/Tests
- B. Projects
- C. Written assignments

10. REPRESENTATIVE TEXT(S):

Other:

- A. Women's Health For Life by Donnica Moore (Hardcover - Apr. 15, 2009)
- B. Our Bodies, Ourselves: A New Edition for a New Era by Boston Women's Health Book Collective and Judy Norsigian (Paperback - Apr. 19, 2005)
- C. The New Harvard Guide to Women's Health (Harvard University Press Reference Library) 2004

Origination Date: November 2011

Curriculum Committee Approval Date: November 2011

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