

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HLSC 2600OL/WGST 2100OL – WOMEN AND HEALTH**  
**Course Outline – Fall, 2016**

**INSTRUCTOR:** Em M. Pijl-Zieber BScN, MEd, PhD, RN  
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**CLASS:** Online

**COURSE DESCRIPTION:**

This course is designed to provide you with opportunities to think critically about two important issues: women and health. The concerns of women in health and illness are explored in relation to current formal and informal health care practices. The experience of women and health will be examined through biologic, historic, sociologic, economic, and spiritual lenses. The readings, assignments, videos, class discussions and guest speakers will provide you with opportunities to appraise the influences that contribute to not only the convergence of women and health but also the divergence between women and health.

**COURSE OUTCOMES:**

You will engage in a variety of learning activities to achieve the following course outcomes:

1. Recognize the determinants of health and their influence on the lives, health and wellbeing of women and their families;
2. Identify the various biases, perspectives and discourses that impact women's health;
3. Describe women's health issues from biomedical, behavioural and sociopolitical perspectives;
4. Identify the influences of various theoretical frameworks on women's health;
5. Critically evaluate arguments, texts, media portrayals and preconceptions about women and health; and,
6. Critique and form cogent and well-supported arguments about women's health issues.

**COURSE FORMAT:**

This 12-week online course is paced. Required readings will be provided weekly within Moodle. This online course uses discussion forums, polls, videos, readings, and quizzes as the primary vehicles for engaging with the material. Please allow 2-3 hours per week to complete the readings and learning activities. You will require regular and reliable access to the internet.

Learning is an active process and you will get the most out of your learning experience when you participate in both individual and group activities. In online learning, the instructor facilitates the students/student groups to encounter the topic in a manner that questions taken-for-granted assumptions and calls new ideas/knowledge about that topic into view.

**ASSIGNMENTS:**

<b>Assignment</b>	<b>Total Value</b>	<b>Due</b>
Weekly Quizzes	30%	Weekly
Online Polls and other Activities	10%	Weekly
Discussion Forums	40%	Weekly
Film Critique	20%	This assignment can be submitted any time after reading week up until the last day of class
Total	100%	

All assignments should be completed and/or submitted within Moodle.

**Weekly Quizzes:** Weekly multiple-choice quizzes will provide participants with opportunities to reflect on the content of the required readings in a structured manner, with a focus on ideas from the readings. Participants will have one week to complete each quiz, which must be completed prior to entering the discussion forum. Quizzes are open-book but should be completed individually. At the end of the course, students' lowest quiz mark will be dropped in the calculation of the final course grade.

**Online Polls and other Activities:** Online polls and other online activities create a method for you to engage in meaningful expression of ideas and discourse with your peers.

**Discussion Forums:** Through the discussion forums, participants will have the opportunity to extend their understanding of key concepts and ideas in women and health. Prior to participating in the discussion, you are required to: (1) Read the required readings; and, (2) Complete the quiz.

Discussion forum posting should occur as follows:

1. Post your original thoughts to the posed question(s) in fewer than 150 words. (You will not be able to view the postings of others until you post your original response to the question.)  
A posting that receives full marks will:
  - a. Demonstrate deep reflection upon course readings and critical examination of the posted item, article or video (5 marks);
  - b. Cite academic literature (2 marks);
  - c. Be expressed in a clear and succinct manner, with logical development of ideas, arguments and conclusions (1 mark);
  - d. Be free of grammatical or spelling errors and within the required word count (1 mark); and
  - e. Be posted within the recommended time frame to allow for peers to respond (1 mark).
2. Respond to one of your peers' original responses, to affirm and extend their thinking. A posting that receives full marks will:
  - a. Be under 50 words, collegial, and free of grammatical and spelling errors (1 mark);
  - b. Indicate the points with which you agree and disagree (1 mark); and,
  - c. Ask a thought-provoking question to prompt deeper reflection on the issue being discussed (1 mark).

The instructor will provide ongoing ratings on each posting. Participants can only see their own ratings. Weekly discussions will be locked at the end of the posting week at midnight. (NB: Depending on the semester start date, the "week" may run weekend to weekend or midweek to midweek; please follow the course schedule for detailed posting and timeline information.)

Please remember:

- This forum is intended to foster scholarly discourse and the respectful exchange of ideas. Regardless of whether or not you agree with someone, your primary consideration should be how well someone's ideas are articulated and substantiated.
- All communications and online interactions should be of a constructive and collegial nature.
- The content of forums is private, not for public consumption. Breaches will not be tolerated. Nonetheless, please do not share information that is unfit for public knowledge.
- Respect others' opinions. We often learn when we hear and engage with an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- Do not take offense where it is not intended. Be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons and emojis are for 😊).

**Film Critique:** The purpose of this assignment is to demonstrate your skills in the critical appraisal of a selected film related to the intersections between women's health and the determinants of health. In this review you will include: A brief description of what the film is about; the relevance of the subject matter to women's health; the interrelationships among determinants of health that influence the identified women's health issue; and, an appraisal of your thoughts about the film as it relates to women's health. Select, watch, and review one film (fiction or non-fiction and at least 60 minutes in duration) that has a clear connection to women's health.

Please include the following elements:

- Title page (please see the MLA or APA website)
- Introduction (approximately 1-2 paragraphs). Include a 'hook' to capture the reader's attention, statement of the central purpose of the film, health issue addressed in film, link to women and health and the relevant determinants of health. Briefly state the reason you chose to view this film.
- Main body (approximately 3-5 pages): Describe the key themes (what you believe the film is about), the relationship of the key themes to both women's health and the relevant determinants of health. Discuss the interrelationships among determinants of health and the health issue addressed in the film. Use illustrative examples from the film to support key points. Use peer-reviewed sources to substantiate your claims about the nature of interrelationships. Discuss your impressions of the work (why you think the director did/did not do a good job with the material). Include a brief personal reflection about the impact, if any, this film had on your understanding of women's health.
- Conclusion (1 paragraph): Summary of main points.
- References: Film citation and at least 5 peer reviewed sources from the past 10 years.

Please express your ideas in no more than 8 typed, double-spaced pages (including title page and reference page). Use professional language that is free of slang or jargon. Demonstrate a writing style that is organized and free of grammatical/spelling errors. **Please submit this assignment in the appropriate Moodle assignment dropbox.**

#### GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

#### GENERAL GUIDELINES FOR ASSIGNMENTS:

Please submit your assignments using Moodle. Due dates are indicated on the course schedule. Extensions for assignments may be granted at the discretion of the instructor and must be negotiated with the instructor at least 48 hours in advance of the assignment due date. **Late assignments are deducted 5% per day late** (including weekends) if prior arrangements have not been agreed upon.

**If you have questions about how an assignment is to be completed**, please ask the question within the designated Moodle discussion forum. Chances are, if *you* have a question, so do another five of your peers, so asking it in a public space will benefit everyone and will save me from responding to dozens of identical emails.

Scholarly writing is an important, crucial skill to develop. In accordance with the American Psychological Association (APA) guidelines (6<sup>th</sup> edition) or the Modern Language Association Guidelines (MLA), your formal written assignments will be typewritten and include a title page, reference list, and appendices (if needed). Please write in first person active voice. Select and follow either APA or MLA guidelines (or the guidelines used in your own discipline, if not APA or MLA) for your assignments. Please visit the APA or MLA web site for guidance on how to format your assignment. These scholarly guidelines will be utilized in marking and it is strongly recommended that you familiarize yourself with the reference style (particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources). **Please use your student identification number on the title page.** Title page samples are provided in Moodle under the formal assignment details.

It is expected that students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are advised to use an English dictionary, and/or to take advantage of resources set up to assist students with writing papers.

#### **SYSTEM REQUIREMENTS:**

This course uses the courseware Moodle (<https://moodle.uleth.ca/>). If you are having difficulty with Moodle, please check the page "Moodle Answers" at <http://www.moodleanswers.com/>. If you cannot find an answer, please call the Teaching Centre at 403-382-7146.

You will be provided with links to videos and documents on the internet. If you are having difficulty with your internet access or with opening course files please call the IT Solutions Centre at 403-329-2490.

#### **PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

#### **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \*two weeks\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

#### **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**COURSE SCHEDULE:**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
1	Sept. 7-13	Course Introduction and Determinants of Health
2	Sept. 14-20	Health Discourse and Theoretical Perspectives
3	Sept. 21-27	Beyond the Gender Binary
4	Sept. 28- Oct. 4	Anatomy and Physiology
5	Oct. 5-11	Maternal Health
6	Oct. 12-18	Breast Health
7	Oct. 19-25	Income, Social Status and Health
8	Oct. 26- Nov. 1	Women and Sport
9	Nov. 2-4 Nov. 14-15	Education, Literacy and Health
10	Nov. 16-22	Reproductive Choices
11	Nov. 23-29	Perspectives on Abortion
12	Nov. 30- Dec. 7	Transforming Women's Health

**HLSC 2600/WGST 2100  
Film Review Marking Guide**

Title of Film: \_\_\_\_\_ Student ID \_\_\_\_\_

Evaluation of Assignment	Scoring	Mark
<p><b>Content of film review:</b></p> <ul style="list-style-type: none"> <li>• Introduction (hook to capture reader's attention, statement of central idea and purpose of film, health issue addressed in film, link to women and health, introduce relevant determinants of health)</li> <li>• Key themes (what you believe the film is about), the relationship of the key themes to both women's health and the relevant determinants of health.</li> <li>• Interrelationships among determinants of health and the health issue addressed in the film</li> <li>• Illustrative examples from film to support key points</li> <li>• Peer-reviewed sources (at least 5) to substantiate claims about the nature of inter-relationships</li> <li>• Impressions of the work (what you thought about the work; whether you believe the director did/did not do a good job with the material and your rationale for this belief)</li> <li>• Brief personal reflection about the impact on your understanding of women's health</li> <li>• Conclusion summarizing key points</li> </ul>	<b>20</b>	
<p><b>Organization and expression of ideas:</b></p> <ul style="list-style-type: none"> <li>• Grammar, punctuation and spelling</li> <li>• Title page, reference page, clear citation style (APA or MLA)</li> <li>• Synthesis of ideas, organization of material, presentation of ideas, summary of key points, within page count (8 pages including title page and reference page)</li> </ul>	<b>5</b>	
<b>Total</b>	<b>25</b>	

**Comments:**

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**Total Mark for Assignment: \_\_\_\_\_/25**