

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
	App - 3/14/13	12-91	App - 4/2/13	App - 4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Christine Black	Email Address Christine.Black@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 724-357-4030

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
HPED 143 Contemporary Women's Wellness	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Richt 11</i>	04/20/12
Department Chair(s)	3/5/2012
College Curriculum Committee Chair	2/19/2013
College Dean	2/21/13
Director of Liberal Studies *	3/14/13
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	4/2/13

Received
FEB 21 2013
Liberal Studies

NEW SYLLABUS OF RECORD

I. Catalog Description

HPED 143 Contemporary Women's Wellness

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Explores issues relating to the physical, emotional, and social aspects of special significance to women's health across the lifespan. Within the context of contemporary lifestyle and cultural influences, relevant health information affecting women of all ages, races, and ethnicities will be presented. Current trends in the prevention and control of chronic diseases and health disorders as well as practical applications of information and resources to help each student develop a personal wellness plan and the knowledge to become a women's health advocate will be emphasized. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)

Objective 1:

Describe the interdependent physical, emotional, and social dimensions that comprise wellness.

Expected Learning Outcome 1:

Informed Learners

Rationale:

Students will develop knowledge of the interrelated components of physical, emotional, and social dimensions of wellness. Learning activities will focus on assessing and analyzing the aforementioned components and how it relates to their overall health.

Objective 2:

Assess personal strengths and challenges within the physical, emotional, and social dimensions of wellness.

Expected Learning Outcome 2:

Informed and Empowered Learners

Rationale: Students will analyze the results of various assessment measures of their current health status as it relates to physical, emotional, and social dimensions. These activities will evaluate the overall health status and chronic disease risks.

Objective 3:

Develop, implement and evaluate a plan for self-improvement of an identified personal challenge within at least two of the physical, emotional, and social dimensions of wellness.

Expected Learning Outcome 3:

Empowered and Responsible Learners

Rationale: Learning activities and assignments designed to evaluate the student's health status in areas such as stress, physical activity, nutrition, prevention practices, etc. will be the basis of

a wellness plan that can be implemented during the course and carry over to healthy lifestyle practices over the lifespan.

Objective 4:

Analyze the impact of health behaviors upon personal well-being and the impact upon society as a whole.

Expected Learning Outcome 3:

Responsible Learners

Rationale:

Students will analyze the effect of poor health and the issues surrounding legislation for women as well as the gender disparities in health and welfare with a specific emphasis on minority women.

Objective 5:

Access and evaluate women's health-related information from reliable internet sources and current literature.

Expected Learning Outcome 2:

Empowered Learners

Rationale:

Students will access and evaluate women's health information from reliable sources. Learning activities will require students to effectively select reliable sources of information and current research literature comprised of national organizations, hotlines, Web sites, books, articles, and video/audiotapes. These activities will be embedded throughout the course.

III. Course Outline

- A. Foundations of Women's Health (3 hours)
 - 1. Historical aspects: the women's health movement
 - 2. Epidemiology: morbidity and mortality
 - 3. The economics of women's health
 - 4. Minority women's health issues

- B. Healthy Lifestyles for Women (3 hours)
 - 1. Definitions and descriptions of health and wellness
 - 2. The diversity of women
 - 3. Lifestyle and behavior change
 - 4. Consumer health aspects
 - 5. Your personal wellness plan: assessment and analysis
 - 6. Selecting credible health resources

- C. Mental and Emotional Wellness (3 hours)
 - 1. Perspectives on mental health
 - 2. Clinical dimensions of mental illness
 - 3. The impact of stress on women's health
 - 4. Special stressors for women
 - 5. Identifying and managing stress

D. Sexuality and Relational Wellness (2 hours)

1. Types of intimate relationships
2. Exploring your sexual being
3. Love and intimacy

Quiz 1 (1 hour)

E. Reproductive Dimensions (6 hours)

1. Biological basis of sexual health
2. Sexuality across the life-span
3. Family Planning and contraception
4. Preparing for pregnancy and childbirth
5. Infertility
6. Abortion

F. Reproductive tract infections and HIV/AIDS (2 hours)

1. Clinical perspectives on STI's
2. HIV disease: special concerns for women across the lifespan

G. Body Image and Weight Concerns (2 hours)

1. Sociocultural perspectives on body image
2. Disordered eating
3. Body image and weight management

H. Nutritional Needs and Healthy Eating (2 hours)

1. The essential nutrients and their role in promoting health
2. Healthy eating for women
3. Nutrition during pregnancy and breastfeeding
4. Nutritional needs during PMS, menopause, and aging

Quiz 2 (1 hour)

I. Physical Activity for Women (3 hours)

1. Assessment of healthy body weight and body composition
2. Metabolic and lifestyle influences upon body weight
3. Pregnancy and physical activity
4. Designing a fitness program
5. Physical activity across the lifespan

J. Chronic Disease: (3 hours)

1. Cardiovascular Disease among women
2. Cancers affecting women
3. Risk reduction strategies and treatment options for chronic diseases

K. Other Chronic and Infectious Diseases and Conditions (2 hours)

1. Epidemiological overview

2. Common infectious diseases
3. Common chronic diseases and conditions

L. Alcohol and Drug Issues for Women (3 hours)

1. Women and Addiction
2. Focus on alcohol use and abuse
3. Pregnancy and substance abuse
4. Tobacco usage and effects on women
5. Prescription drugs and dependency

M. Violence and Sexual Abuse (3 hours)

1. Perspectives on violence, abuse, and harassment
2. Family and intimate violence
3. Rape and sexual assault
4. Strategies for personal and societal change

N. Women in the Workforce (2 hours)

1. Trends and issues
2. Balancing work and family
3. Health and safety in the workplace

Quiz 3 (1 hour)

Final Exam - Research paper submission. (2 hours)

IV. Evaluation Methods

1. Unit quizzes Format will be true/false, multiple choice, short answer and essay (25%). This assessment covers objectives 1 and 4.
2. Plan for a Wellness Modification semester long activity in a wellness dimension of this student's choice (physical, emotional, and social). Students will complete an analysis of current behaviors and select at least two dimensions of health that they could make improvements in and develop a wellness plan to modify existing unhealthy behaviors (25%). This assessment covers objectives 2 and 3.
3. Internet-Based Learning Assignments and Activities. These online learning activities will involve visiting various websites that address specific health and wellness issues relating to the topics and will enable the student to develop a women's wellness resource file (25%). This assessment covers objective 5.
4. Women's Wellness Research Paper will serve as a final culminating activity. Students will select a women's health topic, issue, or concern that has personal relevancy and conduct research and write a paper (25%). This assessment covers objectives 1, 4, and 5.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

The course attendance will be consistent with the university undergraduate attendance included in the Undergraduate Catalog.

VII. Required Textbooks,

Kolander, C. A., Ballard, D.R., & Chandler, C. K. 2011. *Contemporary Women's Health: Issues for Today and the Future, 4th Edition*. McGraw-Hill

Supplemental Non- Textbook reading

Suggested Readings

Love, Susan M. and Alice Domar. 2011. *Live a Little!: Breaking the Rules Won't Break Your Health*. Three Rivers Press.

Rankin, Lissa. 2010. *What's Up Down There?: Questions You'd Only Ask Your Gynecologist If She Was Your Best Friend*. St. Martin's Griffin.

Committee on Prevention Services for Women, Institute of Medicine. 2011. *Clinical Prevention Services for Women: Closing the Gap*. National Academies Press.

Committee on Women's Health Research, Institute of Medicine. 2010. *Women's Health Research: Progress, Pitfalls, and Promise*. National Academies Press.

VIII. Special Resource Requirements

None

IX. Bibliography

Ackerman, Robert J. 1989. *Perfect Daughters*. Health Communications, Inc. ISBN:

Blood, Sylvia. 2005. *Body Work: The Social Construction of Women's Body Image*. Routledge.

Boston Women's Health Book Collection and Judy Norsigian. 2005. *Our Bodies, Ourselves: A New Edition for a New Era*. Touchstone.

- Brian, Kate. 2010. *The Complete Guide to IVF: An Inside View of Fertility Clinics and Treatment*. Piatkus Books.
- Collins, Catherine F. and Vivian Pinn. 2006. *African American Women's Health and Social Issues*. Praeger.
- Delavier, Frederic. 2003. *Women's Strength Training Anatomy*. Human Kinetics.
- Ettorre, Elizabeth. 1998. *Women and Alcohol: A private Pleasure or Public Problem?* Women's Press.
- Frediani, Paul. 2005. *Powersculpt for Women*. Hatherleigh Press.
- Gittleman, Ann L. 2003. *Before the Change: Taking Charge of Your Perimenopause*. HarperOne.
- Glenville, Marylin. 2001. *Nutritional Health Handbook for Women*. Piatkus Books.
- Guillebaund, John and Anne MacGregor. 2009. *The Pill and other forms of Hormonal Contraception (The Facts)*. Oxford University Press.
- Kaplowitz, Paul. 2004. *Early Puberty in Girls: The Essential Guide to Coping with This Common Problem*. Ballantine Books.
- Kuh, Diana and Rebecca Hardy. 2003. *A Life Course Approach to Women's Health*. Oxford University Press.
- Leonard, Linda S. 1982. *The Wounded Woman*. Shambhala Publications, Inc.
- Leonard, Rosemary. 2008. *Seven Ages of Woman: A Lifetime Guide to Feeling Good*. Transworld Publishers.
- Lorber, Judith and Lisa Jean Moore. 2002. *Gender and the Social Construction of Illness*. Altamira Press.
- Love, Susan M. 2010. *Dr. Susan Love's Breast Book, 5th Edition*. DaCapo Books.
- Love, Susan M. and Karen Lindsey. 2003. *Dr. Susan Love's Menopause and Hormone Book: Making Informed Choices*. Three Rivers Press. ISBN: 9780609809969
- McConville, Brigid. 2005. *Women Under the Influence: Alcohol and Its Impact*. Pandora Press.
- Moore, Lynn. 2011. *Girl Lost: Finding Your Voice Through Eating Disorder Recovery*. Lynnsong Publishing.
- Morowitz, Harold and James Trefil. 1992. *The Facts of Life: Science and the Abortion*

- Controversy*. Oxford University Press.
- Ness, Roberta B. and Lewis H. Kuller. 1998. *Health and Disease among Women: Biological and Environmental Influences*. Oxford University Press.
- Nieto, Erin. 2011. *How Much do you Weigh?* Squidbaby.
- Northrup, Christiane. 2010. *Women's Bodies, Women's Wisdom: Creating Physical and Emotional Health and Healing*. Bantam.
- Redmond, Geoffrey. 2006. *It's Your Hormones: The Women's Complete Guide to Soothing PMS, Clearing Acne, Regrowing Hair, Healing PCOS, Feeling Good on the Pill, ...and More!* William Morrow.
- Sherman-Wolin, Judith. 2006. *Muscle Your Way Through Menopause...and Beyond: Get Started on Your Weight-Loss, Anti-Aging Program Today*. DaCapo Press.
- Sloane, Ethel. 2001. *Biology of Women*. Delmar Cengage Learning.
- Stein, Elissa and Susan Kim. 2009. *The Cultural Story of Menstruation*. St. Martin's Griffin.
- Strausz, Ivan. 1996. *Women's Symptoms: A Comprehensive Guide to Common Symptoms and Diseases: Their Causes and Treatments*. Dell.
- Weiss, Marisa and Isabel Friedman. 2008. *Taking Care of Your Girls: A Breast Health Guide for Girls, Teens, and In-Betweens*. Three Rivers Press.

HPED 143 Contemporary Women's Wellness (3c-01-3cr)

Prerequisites: None

Explores issues relating to the physical, emotional, and social aspects of special significance to women's health across the lifespan. Within the context of contemporary lifestyle and cultural influences, relevant health information affecting women of all ages, races, and ethnicities will be presented. Current trends in the prevention and control of chronic diseases and health disorders as well as practical applications of information and resources to help each student develop a personal wellness plan and the knowledge to become a women's health advocate will be emphasized. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course will be an optional **dimension of wellness liberal studies requirement**. The class is designed for all students regardless of their major. There is not an existing women's health course that focuses only on women's health. Women's unique health issues are not addressed in a general health course.
- A2 This course will not require changes of any existing courses or program requirements.
- A3 This course format has never been offered at IUP.
- A4 The course will not be a dual-level course.
- A5 The course will not be offered for variable credit.
- A6 Courses of this nature are popular in Health and Physical Education Departments as well As Women's Studies programs:
Texas A & M University, HLTH 634: Women's Health
Georgetown University, HEST 190: Women's Health Issues
Rowan University, INTR 01.200: Issues in Women's Health
- A7 The content and skills are not required by any professional society, accrediting authority, law or other external agency.

Section B: Interdisciplinary Implications

- B1 This course will not be taught by instructors from more than one department.
- B2 There are not any conflicts of content from other departments and supported by Women's Studies (see attached email).
- B3 This course will not be cross-listed with other departments.

Section C: Implementation

- C1 This course will not require any additional faculty.
- C2 This course will not require any additional or revisions to facilities.
- C3 This course will not require any additional funding.
- C4 This course will be taught every semester or as assigned by the department chair.
- C5 There will be approximately one section of this course.
- C6 Number of students will be determined by the size of the room assigned.

C7 There are no enrollment limitations or parameters.

C8 This is not a distance education course.

Section D: Miscellaneous

Liberal Studies Course Approval General Information

1. This course is not a multiple-section, multiple-instructor course.
2. By the very nature of this course, Women's Wellness will primarily focus on health issues and gender related concerns. In addition, aspects of minority and impoverished women will be addressed. The syllabus outline gives a detailed explanation of the various components and perspectives that will be covered.
3. Readings will be offered to satisfy this requirement including:

Love, Susan M. and Alice Domar. 2011. *Live a Little!: Breaking the Rules Won't Break Your Health*. Three Rivers Press.

Rankin, Lissa. 2010. *What's Up Down There?: Questions You'd Only Ask Your Gynecologist If She Was Your Best Friend*. St. Martin's Griffin.
4. This course will meet the Wellness liberal studies requirement and will be the only course students take in this discipline.

**Research Paper Women's Wellness Evaluation Example
(100 points)**

Focus of the Topic: Select a women's health topic, issue, or concern that is important to you. It might be an illness or condition that you or a family member is currently experiencing or one which you could be at risk for developing. Conduct your research as if you were preparing an awareness campaign for an individual or group focus. It is generally the case that awareness (information and options available) can help to alleviate fear and anxiety and promote better personal decision-making and ultimately a form of self-empowerment.

Your paper should include the following:

Criteria	Points	Comments
State the health issue and why you selected that particular topic.	3	
Indicate the typical age at which the health issue appears	2	
Provide a description of the health issue/concern	5	
Indicate if the condition affects one group of individuals more than another. Indicate the specifics of that population (i.e. gender, ethnicity, geographic region)	10	
Describe the symptoms or other factors of the health concern that helps a person recognize that they might be at risk and to seek medical attention.	5	
List the known or possible contributing factors associated with this health concern with respect to genetic predispositions, environmental and lifestyle risks.	10	
Include self-help guidelines and prevention through lifestyle modifications such as nutrition, routine self-exams, or medical testing.	10	

Criteria	Points	Comments
List the national organizations (government, profit, nonprofit) or associations that conduct research and provide information including web links.	10	
Describe the medical treatment options done including medications (and possible side effects), surgeries, success rate, recovery, and prognosis. Include costs if available.	10	
List any alternative health treatments or remedies available for this condition.	5	
Include any developing or experimental drugs and/or therapies for this condition.	5	
Indicate any quackery, myths, or other misinformation to avoid contracting or developing this condition.	5	
Discuss what changes you might make in your lifestyle behaviors to avoid contracting or developing this condition.	10	
Bibliography of at least ten references.	5	
Correct grammar and spelling	5	
Additional Comments:	100	

