

Jordan University of Science and Technology
Faculty of Nursing
Department of Maternal-Child Nursing
Women's Health (MW 491)
Course Specifications

Course Information	
Course Title	Women's Health
Course Code	MW 491
Number of Credit Hours/ Contact Hours	2 CH
Prerequisites	MW 419
Course Description	
<p>This course provides an overview of national and international women's health issues presented in the context of a woman's life, beginning in childhood and moving through adolescence, reproductive years, and aging. The course content will emphasize the social, economic, environmental, behavioral, and political factors associated with women's health. Attention will be given to critical issues of women's health such as: discrimination against women; poverty; unequal access to education, food, and health care; and violence. Issues such as maternal mortality, sexually transmitted disease, violence in the home and in conflict and refugee situations, mental health, and the effects of traditional practices will be discussed. The student, will be provided the opportunity to explore the health issues and health care concerns of women through presentation of a broad range of health topics that are either unique to women or of special importance to women.</p>	

Course Aim				
<p>This course will introduce the student to the basic midwifery roles related to the physiological and psychosocial processes that take place during the antepartum period in both normal and high-risk pregnancies.</p>				
Course Map				
Course Student Learning Outcomes	Weights	End – of- Program Student Learning Outcomes	Relevant Competency	Evaluation Methods
<p>1. Introduce critical health issues affecting women globally (particularly in developing countries including Jordan), in terms of their cultural and social contexts.</p>	10%	<p>EPSLO 2: Demonstrate proficiency in critical thinking and the translation of research evidence into safe, competent, high quality, and evidence-based midwifery practice.</p>	<p>Identify the current women's health issues that can affect the health for women in Jordan especially in reproductive age.</p>	<p>1. Student presentations. 2. Midterm Exam</p>

2. Illuminate socio-cultural, political and economic influences on women's health	15%	EPSLO1: Integrate theories from nursing, midwifery, and other disciplines to guide clinical practice and influence health policy.	Evidence-based knowledge, research. Cultural competence	<ol style="list-style-type: none"> 1. Updated evidence and topic presentation. 2. Midterm written exam
3. Know the key initiatives in Jordan that may impact on women's health	7%	EPSLO 3: Manage the care of women throughout the life span and their newborns by utilizing the midwifery management process.	Cultural competence, collaboration, therapeutic communication, interdisciplinary care,	<ol style="list-style-type: none"> 1. Student presentation. 2. Midterm written exam 3. Discussion
4. Understand the life course perspective on women's health and health care interventions, programs, and policy.	15%	EPLSO 5: Manage the care of women throughout the life span and their newborns by utilizing the midwifery management process.	Evidence-based knowledge, quality.	<ol style="list-style-type: none"> 1. Presentations 2. Discussion 3. Midterm exam
4. Identify major demographic, behavioral and environmental factors that are associated with women's health and how such factors may be incorporated into public health interventions, programs, and policies.	7%	EPLSO4: Function independently within an interprofessional framework to provide high quality midwifery care that is equitable, ethical, accessible, and respectful of human dignity, individuality, and diversity.	Patient safety, quality, advocacy, accountability, responsibility.	<ol style="list-style-type: none"> 1. Midterm exam written 2. Student presentations 3. Discussion
5. Identify trends in major health conditions that affect women.	10%	EPLSO 5: Participate in a health care leadership role in collaboration with professional colleagues to maintain, reformulate, or refine systems of health care that are effective, efficient, and responsive to the needs of individuals and families with emphasis	Leadership, decision making, responsibility.	<ol style="list-style-type: none"> 1. Second written exam 2. Student presentations 3. Short quiz

		on women and infants.		
6. Analyze a women's health problem relative to its public health implications.	5%	EPLSO2: Demonstrate proficiency in critical thinking and the translation of research evidence into safe, competent, high quality, and evidence-based midwifery practice.	Evidence-based knowledge, quality.	1. Updated evidence and best practice presentation.
7. Identify & evaluate a variety of resources that contribute to promotion of women's health.	10%	EPLSO 4: Function independently within an interprofessional framework to provide high quality midwifery care that is equitable, ethical, accessible, and respectful of human dignity, individuality, and diversity	Patient safety, quality, advocacy, responsibility, professional development.	1. visit, booking interview competency checklist 2. Antenatal abdominal exam competency checklist 3. Role play of Client's teaching 4. Final Exam
8. Discuss the legislations and health policies and program pertaining Jordanian women health.		EPLSO 6: Demonstrate strong professional identity as midwife characterized by formal education, self and peer evaluation, lifelong individual learning, the appropriate use of technology, and the development and application of research to guide ethical and competent midwifery practice.	Critical review of legislations that guide women health in Jordan and around the world	1. student presentations 2. Lectures 3. Discussion
Teaching & Learning Methods				
Class sessions will include lecture, discussion, reflection on class reading, assignments, and students' presentations throughout the semester				

Assessment				
Assessment Type		Expected Due Date		Weight
First exam		To be announced		25%
Second exam		To be announced		25%
Total				50%
Presentation of a women's health issue (interested in)		According to class schedule		15%
Final Exam				35%
Total				100%
Grading Scale				
A+	100-95	C+	69-67	
A	94-85	C	66-63	
A-	84-80	C-	62-60	
B+	79-77	D+	59-57	
B	76-73	D	56-53	
B-	72-70	D-	52-50	

Teaching & Learning Methods

Class sessions will include lecture, discussion, and reflection on class reading, assignments, and students' presentations throughout the semester.

Useful Resources

Required Text

1. Ricci, S. S. (2017). Essential of Maternity, Newborn, and Women's Health Nursing. Wolters Kluwer. (4th ed.).
2. Lowdermilk, D. & Perry, S I. (2012). Maternity & women's health care. St. Louis: Mosby (10th ed.).
3. Ricci, S.S. (2009) Essentials of maternity, newborn, and women's health Wolters Kluwer 2nd edition

Recommended Texts

4. Worcester, Nancy and Mariamne H. Whatley. (2009) Women's Health: 5th Edition. Dubuque: Kendall/Hunt Publishing Company.
5. Silliman, Jael. Undivided Rights: Women of Color Organize for Reproductive Justice

.Boston: South End Press.

6. Alexander, LL, LaRosa, JH, Bader, H, Garfield, S, Alexander, WJ. *New Dimensions in Women's*, 5th Edition, 2010. Jones and Bartlett. <http://womenshealth.jbpub.com/5e/>
7. Hisley, Shelton M., (2011); *Women's Health Companion to Maternal-Child Nursing Care: Optimizing Outcomes for Mothers, Children, & Families*. Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-2814-4.
8. White, Marceline, W. (2013) *Trading Women's Health & Rights: Trade Liberalisation & Reproductive Health in Developing Economies*. Zed Books ISBN: 1-84277-774-2, 978-1-84277-774-9
9. Armstrong, P., Clow, B., Grant, K., Haworth-Brockman, M., Jackson, B., Pederson, A., & Seely, M. (Eds.). (2012).

Thinking women and health care reform in Canada. Toronto: Women's Press.

10. Greaves, L., Pederson, A., & Poole, N. (Eds.). (2014). *Making it better: Gender-transformative health promotion*. Toronto: Canadian Scholars' Press/Women's Press.

11.

Required readings:

- Lu MC. Healthcare reform and women's health: a life-course perspective. *Current Opinion in Obstetrics and Gynecology* 2010;22:487-491.
- Fine A, Kotelchuck M. Rethinking MCH: the life course model as an organizing framework. A concept paper prepared for the MCH Bureau, 2010.

Optional readings:

- Geller SE, Koch A, Pellettieri B, Crnes M. Inclusion, analysis, and reporting of sex and race/ethnicity in clinical trials: have we made progress? *J Womens Health* 2011;20(3):315-320. •

Other Recommended Sources

1. Palmer, A., Burns, S. & Bulman, C. (1994) *Reflection in Nursing*. Blackwell Scientific Oxford
2. Prazak, M. (2016) *Making the Mark: Gender, Identity, and Genital Cutting*. Ohio University Press | Ohio RIS Africa Series | October 2016 | 304pp | 9780896803107 [Miroslava Prazak](#)
3. www.jwatch.org Summaries of and commentary on medical journal article covering women's health issues including menopause, pregnancy, and infertility [Women's Health - NEJM Journal Watch: Summaries of and](#) .

<http://www.jwatch.org/womens-health>

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- USAID & MOH (2006) *Reproductive health /family planning clinical guidelines*. Jordan.

- USAID/ JORDAN (2006) The USAID program in Jordan available online at jordan.usaid.gov
- <http://www.amanjordan.org/a-news/>
- WHO. All global health issues, <http://www.who.int/en/>
- National Woman's Health Information Center has a lot of information about women's health and some online journals, www.4woman.gov
- National Council on International Health (now Global Health Council), www.globalhealthcouncil.org
- Society for the Advancement of Women's Health Research, www.womenshealthresearch.org/
- The journal JAMWA is focused on women's health and has some free on-line journal articles, <http://jamwa.amwa-doc.org/>
- CDC covers a wide variety of domestic topics, www.cdc.gov. Also www.cdc.gov/mmwr. and www.cdc.gov/health/womensmenu.htm.
- http://www.cdc.gov/nchs/nsfg/abc_list.htm.
- <http://www.gutmacher.org/>,

Women's Health topic Presentation (20%)

Students are required as an individual or a group of two to conduct a 60 minutes presentation on an issue related to women health according to class schedule. Students are required to provide the class members of a list of suggested reading one week in advance. The presentation should focus on the facilitation of your assigned reading and additional readings and other material related to your chosen topic. Your presentation will be evaluated on the quality and accuracy of substantive content and the organization and creativity embodied in the form of the presentation.

You will be graded on the quality of the following components:

- **Organization of the presentation** (including flow of content presented, able to present in time allotted)
- **Presentation style** (including professional image, able to be heard by audience, eye contact with audience)
- **Teaching methods**, including audiovisuals and handouts (including appropriateness for topic and audience, appearance and accuracy of handouts)
- **Knowledge of topic** (including ability to answer questions from audience and to present without reading notes word-for-word, inclusion of content beyond that of assigned textbook reading)
- **Facilitator of discussion** of assigned readings relevant to the topic (including encouragement of participation in discussion by class members, asking thought-provoking questions to elicit discussion)

Grading

Area Evaluated	Possible Points	Points Earned	Comments
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Organization of presentation	10%			
Presentation style	10%			
Teaching methods	10%			
Knowledge of topic	10%			
Facilitator of discussion	10%			

Tentative Class Calendar

Date	Topic	Discussion area and Readings
week 1	<i>Course orientation and syllabus</i>	<i>Course syllabus</i>
Week 2+3	<i>Introduction to Women's Health; Reproductive health, Health promotion and screening</i>	Different resources
Week 4	<i>Benign disorders of the female reproductive tract(uterine fibroid, ovarian cysts, polycystic ovary)</i> <i>Student presentation</i>	Ricci, S. S. (2017)
Week 5	<i>Breast cancer and cancers of the female reproductive tract (cervical and ovarian cancers)</i>	Ricci, S. S. (2017)
Week 6	<i>Sexuality and sexual transmitted infections</i> <i>Student presentation</i>	Different resources
Week 7	<i>Gender Roles and Health Violence against women</i>	Different resources Ricci, S. S. (2017) Lowdermilk, D. & Perry, S I. (2012).
Week 8	<i>Disadvantage groups (Displaced and refugee women)</i>	Different resources
Week 9	<i>Women and chronic diseases Cardiovascular diseases</i> <i>Student presentation</i>	Different resources
Week 10	<i>Mental Health and substance use</i>	Different resources
Week 11	<i>Aging and women health issues (menopause and osteoporosis)</i>	
Week 12	Exposure of women to physical environments (job related stress and its effect on women's health) <i>Student presentation</i>	Different resources
Week 13	<i>Suggested topics</i>	Different resources
Week 14	Suggested topics	Different resources
Week 15	Revision	