

COURSE OUTLINE
Psychology 111
Women: Mind and Body

I. Catalog Statement

Psychology 111 is an investigation into traditional and nontraditional medical model health delivery systems, with special emphasis on women and their bodies. Major topics covered are women as research subjects, cross-cultural perspectives on the use of health care, and current research findings on menstruation, pregnancy, menopause, sexually transmitted diseases, Human Immunodeficiency Virus (HIV), cancer, and cardiovascular diseases. Psychological concepts of fitness, nutritional awareness, belief systems, and emotional management, and stress reduction are addressed.

Total Lecture Unit: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended preparation: Eligibility for English 120 or ESL 151

Note: No credit will be given if Health 104 or Health 106 have been completed.

II. Course Entry Expectations

Skills expectations: Reading 5, Writing 5, Listening/Speaking 5, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 10th-12th grade level;
2. write somewhat loosely organized short essays;
3. take lecture notes and follow extended and fairly complex oral directions;
4. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

1. compare and contrast Western industrialized and non-western and pre-industrialized models of health, disease, and healing;
2. discuss historical perspectives of women's health care and its effect on their psychological health;
3. analyze women as medical and psychological research subjects;
4. identify the processes of menstruation, pregnancy, or menopause and relate these

- uniquely female bodily functions to the overall health of women;
- 5. analyze current research findings on women and HIV, Acquired Immune Deficiency Syndrome (AIDS), sexually transmitted diseases, cancer, depression, cardiovascular diseases, eating disorders, addiction, and domestic violence;
- 6. evaluate the relationships among belief systems, emotions, immunity, and health;
- 7. compare and contrast fitness, nutritional awareness, emotional management, and stress reduction in health and/or healing strategies.

IV. Course content

Total Faculty Contact Hours = 48 hours

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| A. Current Model of Health, Disease, and Healing | 4 hours |
| 1. Historical western industrialized perspective | |
| 2. Role of medical personnel | |
| 3. Treatment of symptoms | |
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B. Previous Models of Health, Disease, and Healing |
4 hours |
| 1. Non-western and pre-industrialized models | |
| 2. Role of healers, shamans, and mid-wives | |
| 3. Treatment of the whole and spiritual person | |
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C. Changing Medical Perspectives and Effect on Health |
2 hours |
| 1. Androcentric view of the female body and processes | |
| 2. Women as patients with flawed bodies | |
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D. Women as Medical and Psychological Research Subjects |
4 hours |
| 1. Historical overview | |
| 2. Current trends | |
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E. Uniquely Female Bodily Processes |
4 hours |
| 1. Menstruation and disorders | |
| 2. Pregnancy and lactation | |
| 3. Menopause | |
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F. Current Health Research Findings |
6 hours |
| 1. Sexually Transmitted Diseases (STDs) | |
| 2. HIV | |
| 3. Cardiovascular diseases | |
| 4. Cancer | |
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G. Women and Addiction |
4 hours |
| 1. Physical abuse | |
| 2. Emotional abuse | |
| 3. Sexual abuse | |
| 4. Shelters | |

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| H. Depression | 6 hours |
| 1. Etiology | |
| 2. Symptoms, classifications, and treatments | |
| I. Eating Disorders | 4 hours |
| 1. Anorexia Nervosa | |
| 2. Bulimia | |
| 3. Overeating | |
| J. Psychoneuroimmunological Approach to Disease | 4 hours |
| 1. Psychological health | |
| 2. Neurological health | |
| 3. Immunological health | |
| 4. Interrelationship of psychological, neurological, and immunological health | |
| K. Personal Attributes for Improved Health and Fitness | 6 hours |
| 1. Nutritional aspects | |
| 2. Management of emotions and belief systems | |
| 3. Stress reduction | |

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. classroom lecture, discussion, and demonstrations;
2. multimedia;
3. guest speakers with special expertise in the area of women's issues;
4. student presentations and discussions;
5. small group activities, projects, and presentations;
6. computer laboratory use in internet resources and interactive demonstrations;
7. individual student presentations;
8. field activities or trips;
9. volunteer assignments.

VI. Out of Class Assignments

1. research paper requiring critical analyses and thinking skills to demonstrate course exit standards;
2. research paper demonstrating use of materials relevant to women's health (e.g. using current professional journals or articles to compare women's heart disease symptoms to men's);
3. student contact with local women's health organizations and clinics;
4. individual and group projects (e.g. informational poster presentations of facilities that provide health care for women).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. four to five in-class tests and one final examination requiring demonstration of course exit standards;
2. peer review or critique of student work;
3. instructor evaluation of in-class presentation;
4. instructor evaluation of in-class poster board presentations;
5. class participation in individual and group tasks to practice course exit standards.

VIII. Textbook(s)

Kolander, Ballard, and Chandler. *Contemporary Women's Health*. 5th Edition.

New York: McGraw-Hill Higher Education, 2013. Print.

12th Grade Textbook Reading Level. ISBN: 978-0-07-802854-0.

Chrisler, Joan. *From Menarche to Menopause*. Binghamton: The Haworth Press, Inc., 2004. Print.

12th Grade Textbook Reading Level. ISBN: 0-7890-2350-4

Gillooly, Jessica. *Before She Gets Her Period*. Glendale: Perspective, 1998. Print.

12th Grade Textbook Reading Level. ISBN: 0-9622036-6

IX. Student Learning Outcomes

Upon successful completion of the required course work, the student will be able to:

1. analyze women as medical and psychological research subjects;
2. explain the processes of menstruation, pregnancy, and/or menopause and relate these uniquely female bodily functions to the overall health of women;
3. analyze current research findings on women and their health issues, i.e. SDI's, cardiovascular diseases, mental health disorders, and treatments.