



Course Syllabus

1	Course title	Women, gender and health	
2	Course number	0703739	
3	Credit hours	3	
	Contact hours (theory, practical)	3 theory	
4	Prerequisites/corequisites	-	
5	Program title	Maternal Neoborn Nursing	
6	Program code	-	
7	Awarding institution	The University of Jordan,	
8	School	School of Graduate Studies	
9	Department	Maternal and child health	
10	Course level	Graduate	
11	Year of study and semester (s)	2024-2025 First semester	
12	Other department (s) involved in teaching the course	Public Health Insitute	
13	Main teaching language	English	
14	Delivery method	<input type="checkbox"/> Face to face learning x <input type="checkbox"/> Blended <input type="checkbox"/> Fully online	
15	Online platforms(s)	x <input type="checkbox"/> Moodle <input type="checkbox"/> xMicrosoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date		

17 Course Coordinator:

Name: Areej Othman	Contact hours: BY appointment
Office number: 318	Phone number: 06/5355000 Ext 23186 Email: a.othman@ju.edu.jo

18 Other instructors:

No



19 Course Description:

The purpose of this course is to provide students with an overview of key issues in the field of women's health from a gender perspective. The content of this course addresses matters related to bio-psychosocial aspects of health of women throughout the life span. The course emphasizes the study of gender and gender equity as an interacting determinant of women health. Inherent in this course is the recognition of women's rights in relation to reproduction, sexuality, family planning and health issues of the post reproductive years. This course will enable students to evaluate how social, cultural and policy issues influence and influenced by women's health issues.

20 Course aims and outcomes:

A- Aims:

B- Students Learning Outcomes (SLOs):

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

1. Describe the difference between sex and gender, and critically evaluate its influence on women's health.
2. Demonstrate, through evidence, an understanding of the socio-cultural, political and ethical issues surrounding women's health issues across life span.
3. Evaluate strategies, including the policies and programs that address health concerns and behavior for women.
4. Apply a gender lense while examining policies and programs that address women's health issues.

21. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcome	Learning Methods	Platform	Synch/ Asynch	Evaluation Methods	Resources
1 9/10	1.1	Foundations of women health		Face to face		S	Midter exam Final exam	Ch 1 Readings on Moodle
2 16/10	2.1	Femist Theory		Face to face		S	Midter exam Final exam	Readings on modle/MS
3 23/10	3.1	Women, health and gender		Face to face		S	Midterm exam Final exam	Ch 3 Readings on Moodle
4 30/10	4.1	Adolescents health		Face to face		S	Midterm exam Final exam	Readings on modle
5 6/11	5.1	2030 agenda for sustainable development		Online	MT Moodle	AS	Midterm exam Final exam	Readings on moodle
		Women Health across Life Span						
6 13/11	6.1	Maternal Health		Face to face		S	Midterm exam Final exam	Readings on moodle

7 20/11	7.1	Reproductive health: Family planning		Online		S	Final exam	Ch 5 Readings on moodle
8 27/11		Mdterm Exam						
9 4/12	9.1	Menopause: Social and cultural reflections		Face to face		S	Final exam	Ch 8 Readings on moodle
10 11/12	10.1	Gender based violence		Online	MT	AS	Final exam	Ch 14 Readings on moodle
11 18/12	11.1	Mental health Across life span		Face to face		S	Final exam	Ch 12
12 25/12		Christmas						
13 1/1		New year						
14 8/1	13.1	Projects presentations Long day		Face to face	MT	S	Appendix 2	Readings on moodle
Final Exams								

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Midterm exam	30	1-5	1,2	8	In class
Term paper See appendix 1	25	To be discussed with students	1,2, 3,4	4/12/2024	
Project Presentation See appendix 2	5	To be discussed with students	1,2, 3,4	14	In class
Final exam	40		1, 2, 4	According to UJ policies	In class

23 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform...etc):

24 Course Policies:

University of Jordan rules, regulations and policies are applied for the following dimensions:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

25 References:

A- Required book(s), assigned reading and audio-visuals:

1. Alexander, L., La Rosa, J., Bader, H., and Garfield, S. (2021). New dimensions in women health. 8th ed. Jones & Bartlett Learning .
2. Davidson, M, London, M, and Ladewig, P. (2015). Old's Maternal Newborn Nursing and Women's Health across Life span (10thed). Upper saddle river, NJ: Pearson Prentice Hall.
3. World Health Organization (2009). Women and Health: Todays evidence tomorrow's Agenda. Retrieved from http://whqlibdoc.who.int/publications/2009/9789241563857_eng.pdf

B- Recommended books, materials, and media:

1. <http://www.escwa.un.org/gsp/issues/main.html>
2. <http://www.emro.who.int/ar/gender/links>
3. <http://www.womenshealth.gov/>
4. http://www.dos.gov.jo/dos_home_a/main/index.htm
5. <https://www.open.edu/openlearn/health-sports-psychology/exploring-issues-womens-health/content-section-0?active-tab=description-tab>
6. <https://www.coursera.org/learn/womens-health-human-rights>



26 Additional information:

Appendix 1

The University of Jordan/ School of Nursing

Women, Gender and Health / Final course project – essay

General information:

The A term paper is a research paper required at the end of a school semester. It tracks and evaluates students' knowledge about the course. It requires a lot of research and technical writing expertise; this assignment must be well-written, analytical, organized, and well-researched, reflecting your understanding of the assigned topic of your choice.

The structure should be organized and well-researched. Your writing skills are crucial in organizing your ideas. The following section describes the general format or layout that you should follow in presenting your argument about the topic:

- **Cover page:** Align the text that contains your name, course number, your teacher's name, and the date of the deadline in the center of the page.
- **Abstract:** Usually less than a page long, the abstract describes your work. It lets readers know where the term paper is headed, the issue at hand, and why the subject was interesting or important enough that you decided to write about it.
- **Introduction:** The introduction should begin with a statement of the topic to be discussed. Explain the significance and scope of the topic or problem at hand and write about how you plan to discuss or resolve the issue. **Support with relevant evidence and statistics.**
- **Body:** The body of your text should contain the main points from the review of research and related documents. Provide information about the topic so that the reader can further understand what is being discussed. Don't forget certain positions pertaining to the issue and the analysis of the research you have done. **Support with relevant evidence and statistics.**

- **Results:** Explain why the critical analysis of literature and supporting documents has led you to believe certain things about your subject. How has your view changed from when you began the project? Has it stayed the same, and why? Tie everything you've been explaining into what you had stated in your introduction.
- **Discussion:** End with a summary and a conclusion about the topic under discussion.

General instructions:

1. Each student or group of 2 students are expected to address on health issues of concern for women across the life cycle.
2. The term paper should be original work performed by the student/s.
3. No more than two students can work together on the paper .
4. While reading and developing ideas, Please discuss the paper outline with the teacher before committing writing.
5. No more than 15 pages. (excluding appendices and tables).
6. For formatting and referencing please follow the APA 7th edition found on

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

7. Student/s are expected to be able to present their work to the class at the end of semester, open discussion and questions will be the responsibility of those who present. Evaluation of presentation in appendix 2.

Students Name:			Date:	Evaluator:	
	Excel	V. Good	Good	Poor	Missed
Item	4	3	2	1	0
1. Introduction	Outstanding structure of the paragraph. Main points well developed with high quality and quantity support.	Structure of the paragraph/s is clear and easy to follow. Main points well developed and supported	Moderately developed and inadequately supported paragraph. Main points moderately developed and supported	Minimally developed and weakly supported paragraph. Main points moderately developed and supported	
2. Purpose / Thesis statement	Well-articulated purpose, review flows logically from the purpose	Somewhat unclear-irrelevant purpose, review fine logical flow from the purpose	unclear-irrelevant-not well written purpose, review weakly flows logically from the purpose	Purpose included / totally irrelevant	
3. Comprehensiveness of literature review	Presented the thesis within and supported by a thorough review of relevant academic literature.	Presented the thesis within and supported by an adequate review of relevant academic literature.	Presented an underdeveloped review of academic literature.	Presented a deficient review of academic literature.	
4. Synthesis of evidence	Clearly drawn thematic connections between sources.	Drawn thematic connections between sources.	Has sometimes been unclear in drawing thematic connections between sources.	Presented a poor understanding of thematic connections between sources.	
5. Logical flow of ideas and organization overall	Clear and effective organization of ideas with effortless transitions.	Organization and transitions that are clear and effective for the most part.	Unclear and ineffective organization and choppy transitions.	Unclear and ineffective organization and choppy transitions.	
6. Clear writing and readability	Clear and effective writing. Clearly summarized the major ideas of sources.	Writing that is clear and effective for the most part. Summarized the major ideas of sources.	Unclear and ineffective writing sometimes. Has sometimes been unclear in summarizing ideas.	Unclear and ineffective writing. Presented an unclear summary of ideas.	
7. Conclusion	Powerful ending. Review main points and emphasizes the importance of the topic Clearly demonstrated the need for further action.	Review main points and emphasizes the importance of the topic. Demonstrated the need for further action.	Weak. The literature review provides an inadequate grounding for further action.	Poorly written. The literature review provides an inadequate grounding for further research.	
8. Language, grammar, punctuation	Minimal errors in grammar, spelling, and punctuation.	Minor errors in grammar, spelling, and punctuation.	Multiple errors in grammar, spelling, and punctuation.	Significant and repeated patterns of errors in grammar, spelling, and punctuation.	
9. In text citations, general APA format	Adherence to appropriate style guidelines (APA), in text sources cited properly	Minor errors in adhering to appropriate style guidelines (APA) sources cited properly.	Multiple errors in adhering to appropriate style guidelines (APA). Many errors in citing sources	No attention to appropriate style guidelines (APA), sources cited improperly.	
10. References	Used primary and recent literature, sources cited properly	Limited use of primary sources Within last 10-15 years Cited properly	Minimal use of primary source Old literature Many errors in citation	Relay mainly on secondary, not recent literature, many errors in citing sources	

Appendix 2

The University of Jordan/ School of Graduate studies

Evaluation Criteria for project presentation

NO.	Criteria	Marks allotted (%)	Mark obtained (%)	Comments
1.	Introduction	1		
2.	Theoretical knowledge and understanding of the context of the discussed issue	2		
3.	Provide national, regional and international perspectives and statistics about the selected topic.	1		
4.	Utilization of audiovisual aid in the presentation	1		
5.	Communication			
	a. Clear and appropriate	1		
	b. Use professional terminology	1		
6.	Critical thinking			
	a. Systematic	1		
	b. Able to solve challenges	1		
7.	Bibliography	1		
	Total marks			

Student signature:

Instructor signature:

Date



Name of Course Coordinator: Areej Othman -Signature: ----- Date:13/10/2024
Head of Curriculum Committee/Department: ----- Signature: -----
Head of Department: ----- Signature: -----
Head of Curriculum Committee/Faculty: ----- Signature: -----
Dean: Areej Othman----- Signature: -----