Overview
This course covers a variety of psychologically-important topics in women’s health based on theoretical perspectives and current research findings. We address psychological contributors to and consequences of women’s health and illness, focusing on 1) diseases that affect women differently or disproportionately compared with men, 2) reproductive health, 3) health behaviors, 4) violence against women, 5) health-related roles and relationships, and 6) health issues related to development and aging.

Format and Objectives
Two to three readings are assigned per class session. Readings are selected from sources in Psychology, Medicine, Nursing, Public Health, and related fields. Students are expected to read assignments carefully in advance of class and to discuss topics raised by the articles during class sessions. To facilitate thoughtful discussion, students should formulate at least one question or issue in preparation for each class session. One objective of the course is for students to refine the skills necessary to understand and critique theories and research in a scholarly manner -- by noting merits or weaknesses, by drawing comparisons, and by identifying (and perhaps resolving) contradictions. A second objective of the course is to facilitate original thinking about psychological aspects of women’s health and to make use of Psychology to understand and alleviate health problems. Students will demonstrate these skills through the questions they formulate, through their participation in class discussions, by identifying "critical issues" from assigned readings, and from writing a paper covering pivotal psychological issues in an area of women’s health.

Course Requirements
1. Students are expected to arrive at class on time and must notify the instructor -- in advance whenever possible -- if they are unable to attend. Unexcused absence may result in an unsatisfactory evaluation.

2. Students are expected to complete all readings and to participate in class discussions. Participation does not require making "brilliant" comments, nor does it entail constant speaking. It means offering comments when one has a contribution to make based on thought about the readings or discussion topic.

3. On four occasions, students will identify a "critical issue" relevant to the class topic or readings and bring a written description of it to class (approximately two pages; typed,
double-spaced, and labeled with name and date). For example, a critical issue might highlight a discrepancy in the reading, describe an important point not covered, resolve a question or devise a study to test ideas raised by the reading, or describe a health issue to which the reading material could be applied. A critical issue might also relate topics to issues raised in earlier class sessions. Students should identify any relevant critical issue that is of interest to them. Reference citations and a reference list are not required nor necessary. Students will present their critical issue in class and submit it to the instructor at the end of the class session for her written feedback.

FOUR critical issue papers will be required during the semester. A critical issue paper can be submitted on a Tuesday or Thursday -- but not both -- of any week, and only on days when we hold class. EXCEPTION: Do not submit a critical issue paper prior to September 7 or after November 14. It is a student's responsibility to monitor the number of critical issue papers submitted. By the end of the course, a total of four critical issue papers must have been submitted; fewer papers will result in an unsatisfactory evaluation. The instructor suggests that students retain critical issue papers that have been returned in case they are needed to resolve any discrepancies. In addition, review the document entitled "Improving Your Psychology Manuscripts" that appears on our Blackboard site under the DOCUMENTS folder. Some of the recommendations contained in it will help you improve your critical issue papers (but note that many of the recommendations are geared toward full scholarly manuscripts).

4. The paper assignment is a survey of research on psychological aspects of a topic in women’s health whether covered in this course or not. The particular topic area must be approved in advance by the instructor. The paper should cite 15 or more references, including at least 10 that were not assigned in class. It may be a paper that fulfills other requirements for the student (such as the Specialties Paper), provided this is approved in advance by the instructor and any other involved parties, such as the student's advisor or other instructor.

The paper should be 15 to 25 pages long (double-spaced), not including the Title Page, Abstract, Reference List, or other materials, if included (e.g. Tables, Figures). It must be submitted by 4:00 on Thursday December 7. Please use a font size of 12, one-inch margins on all sides, and include page numbers in a header. APA referencing style should be used (students from disciplines outside Psychology may use the referencing style of their discipline). You may format the title page as you wish. Submit both a hard (paper) copy and an electronic copy emailed to the instructor.

Paper topics must be approved in consultation with the instructor. Please schedule an appointment with her as early in the semester as possible. The instructor will help students select topics based on their interests and expertise. Topics must be finalized and approved by the instructor by November 2nd. Before beginning your paper, be sure you (re)review the document entitled "Improving Your Psychology Manuscripts" that appears on the course Blackboard site under the DOCUMENTS folder.

5. Students will summarize the findings from their paper in an oral presentation during the last two weeks of the semester (see course schedule below). Length of presentations will be determined by class enrollment but they are anticipated to be approximately 15-20 minutes plus 5-10 minutes to answer questions.
Students are welcome to contact the course instructor with any questions about the course.

Grading
Grades will be computed according to the following APPROXIMATE algorithm:
- Participation, questions, and attendance - 30%
- Critical issue papers - 30%
- Presentation - 15%
- Paper – 25%

Blackboard
All registered students at Stony Brook have a Blackboard account. To logon to Blackboard, use the following URL: [http://blackboard.stonybrook.edu](http://blackboard.stonybrook.edu). Under the DOCUMENTS folder for our course, you can access a copy of the syllabus and all reading assignments.

If you require assistance with Blackboard or other academic technologies, please contact TLT at: helpme@stonybrook.edu; Phone: 631.632.9602; Chat: [http://www.stonybrook.edu/helpme](http://www.stonybrook.edu/helpme) or visit a SINC Site.

Students who need assistance with their personal devices can contact DoIT’s service desk at 631.632.9800, submit an online request, or visit the Walk In Center on the 5th floor of the Melville Library (West Campus), Room S-5410. For more information, visit: [https://it.stonybrook.edu/students](https://it.stonybrook.edu/students)

Class Schedule and Assigned Readings
This schedule and the list of readings are subject to change. Any revisions will be announced in class.

Aug 29 Overview and Course Business
NO READING ASSIGNMENT

Aug 31 Introduction to the Psychology of Women's Health: Part I
READING

Sep 5 SBU CLASSES NOT IN SESSION
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**Sep 7**  
**Introduction to the Psychology of Women’s Health: Part II**  
**READING**

**Sep 12**  
**Cardiovascular Disease: Part I**  
**READING**

**Sep 14**  
**Cardiovascular Disease: Part II**  
**READING**

**Sep 19**  
**Cancer**  
**READING**

**Sep 21**  
**NO CLASS**
Sep 26  HIV/AIDS
READING

Sep 28  Menstruation
READING

Oct 3  Contraception and Birth Control
READING

Oct 5  Reproductive Health: Part I
READING
Oct 10  Reproductive Health: Part II
READING

Oct 12  Reproductive Health: Part III
READING

Oct 17  Health Behaviors: Part I
READING

Oct 19  Health Behaviors: Part II
READING

Oct 24  Health Behaviors: Part III
READING
Oct 26   Health Behaviors: Part IV
READING

Oct 31   Health Behaviors: Part V
READING

Nov 2   Mental Health
READING

Nov 7   Violence
READING

Nov 9   Work and Family
READING
Nov 14  Racial and Ethnic Disparities
READING

Nov 16  Aging
READING

Nov 21  Integration/Conclusions
NO READING ASSIGNMENT

Nov 23  THANKSGIVING HOLIDAY - NO CLASS

Nov 28  STUDENT PRESENTATIONS

Nov 30  STUDENT PRESENTATIONS

Dec 5  STUDENT PRESENTATIONS

Dec 7  NO CLASS