

EMORY UNIVERSITY
The Rollins School of Public Health
Women's and Children's Center
Epidemiology
Fall, 2002

EPI 516: ISSUES IN WOMEN'S HEALTH

Translating Epidemiologic Research into Public Health Policy

Course Coordinator:

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Office hours: Tuesday, from 9:00-12:00

Course details: Thursday, 9:00-10:50 a.m.
2 hours' credit
GCR 113

Lecturers:

Carmen Rodriguez, M.D., D.R.P.H., American Cancer Society
L. Viola Vaccarino, M.D., Ph.D., Depts of Medicine and Epidemiology, Emory University

Prerequisite: Enrollment in a graduate health sciences curriculum
Core courses in epidemiology and biostatistics, or permission of instructor

Credit: 2 semester hours

Textbook: Women and Health, Marlene Goldman and Maureen Hatch, eds. San Diego, California: Academic Press, 2000.

Course Background and Goals:

“Women are diverse individuals striving to maintain their health within a complex world of cultural, psychological, social, and biological influences.” (Women and Health, Preface, xix)

Starting from this premise, the content of this course was designed to address the behavioral and societal, as well as the biological, determinants of the health and well-being of women. The overall purpose of the course is to provide students an understanding of women's health, excluding reproductive health (the material covered in another course).

The course is designed for first-year masters students in public health, particularly epidemiology.

Diseases covered in readings, class lectures, and student presentations include some of the major women's health problems, as defined by those that are

- “unique to women,
- more common in women,
- more serious in women
- or have manifestations, risk factors, or interventions that are different in women.” (National Academy of Women's Health Medical Education, “Definition of Women's Health.” Minutes of Second Meeting, MCP-Hahnemann School of Medicine.

www.auhs.edu/institutes/iwh/nawhme/defin.html

These health problems are introduced as examples, within which students learn the following specific skills, applicable to any major health problem:

1. To distinguish among types of epidemiologic studies (case-control, cohort, cross-sectional) in the published literature
2. To calculate predictive value positive and recognize lead-time bias in published studies
3. To gain expertise in critical reading of the literature
4. To present oral and written reports summarizing knowledge of a given topic

Grading: The student's grade will be based on both individual and group assessments. Each assignment will count proportionately towards the overall grade, as follows:

<u>Date Due</u>	<u>Assignment</u>	<u>Indiv/Group</u>	<u>% Grade</u>
9/26	Epidemiology study critique	group individual	10 5
10/31	HRT exercise	individual	15
1/7	Breast cancer exercise	individual	15
11/14 or 11/21	Mini-lecture I	group individual	20 10
12/5	Mini-lecture II	group individual	10 5
overall	contribution to in-class discussion	individual	10

EPI 516
CLASS SCHEDULE
Fall 2002

9/5 Overview of the Course

- Introductions
- Goals
- Expectations

Epidemiology in the Context of Women's Health

- Historical context
- Scientific context--introduction to literature review & critique
- Policy context--the role of applied epidemiology

Choose a semester topic from the list below and begin literature review.

Alzheimer's Disease
Asthma
Cervical cancer
Colon cancer
Genital herpes

9/12 Intro to cohort, case-control, and cross-sectional studies

Read for 9/19 (race/class/gender): Women and Health, pages 3-24;
Hogue, Towards a Systematic Approach to Understanding--and Ultimately Eliminating--
African American Women's Health Disparities

9/19 Women's race/ethnicity and health (assignment – questions for discussion)

Why do population groups defined by race/class/gender have different health problems?

- biology?
- social construction?
- other reason(s)?

For your semester topic health condition, what are the racial/ethnic differences among women? Does the A/H/E model for racism fit these differences?

Group Assignment 1a: hand in copied studies for critique

9/26 **Group presentations (Assignment 1b):**

Present/critique three studies, preferably one each study type: case-control, cohort, cross-sectional. Hand in written critiques.

Read for 10/3 (Depression): Women and Health, pages 987-1009; 589-598, 1042-1053

10/3 Depression: A disease more prevalent in women

Based on your reading and past experience, be prepared to discuss these questions in class:

What mental disorders are more common in women? In men? Why? What role, if any, does genetics play? What role, if any, does self-treatment by alcohol play?

What, if any, differences in depression occur among women of different racial or ethnic backgrounds? Why?

What characteristics of women's roles or work may contribute to increased or decreased risk of depression?

What environmental factors may play a role?

What evidence-based, public health action is recommended to enhance primary and/or secondary prevention?

What are the research priorities?

Is depression a risk factor for your semester topic health condition?

Read for 10/10 (Violence Against Women): Women and Health, pages 523-540

10/10 Violence Against Women: A health condition unique to women?

Based on your reading and past experience, be prepared to discuss these questions in class:

Is depression in women a cause or a consequence of violence?

What role does genetics play in violence against women?

What is the secular trend in violence, and why?

What is known about primary and secondary prevention?

Should women be routinely screened for violence?

Is violence a risk factor for your semester topic health condition?

Read for 10/17 (Diabetes and Obesity): Women and Health, pages 819-838

Homework assignment: HRT exercise handed out (due 10/31)

10/17 Obesity and Diabetes: Women's health problems?

Based on your reading and past experience, be prepared to discuss these questions in class:

Is low socioeconomic status a cause or effect of obesity?

Why is there an epidemic of obesity in the U.S.?

Is there effective secondary prevention for obesity?

Since the incidence of NIDDM is similar in men and women, why would NIDDM be considered a women's health problem?

Is there primary prevention of NIDDM?

Read for 10/24 (Cardiovascular Disease): Women and Health, pages 753-781; 789-796.

10/24 Cardiovascular Disease (Dr. Vaccarino)

Read for 10/31 (breast cancer): Women and Health, pages 871-883, 895-906 and the handout

10/31 Breast Cancer (Dr. Rodriguez)

Homework assignment: Handout on Screening (due 11/7).

Read for 11/7 (Hormone Replacement Therapy): Women and Health, pages 1169-1182 and handouts

11/7 Hormone Replacement Therapy (Dr. Rodriguez)

Hand in: Screening exercise. This will be reviewed in class.

Homework assignment: HRT (due 11/14).

11/14 Preparation time for Group Reports.

Hand in: HRT exercise. This will be reviewed in class.

11/21 Group Mini-lecture I

11/28 Thanksgiving Holiday

12/5 Group Mini-lecture II

12/12 No class

Hand in Group Assignment 4