

Instructional Development (ID) Grant Application

Name(s): Amanda F. Hopkins

Department(s) or School(s): School of Nursing and Health Sciences

Course(s): H330

A) Is this your first ID grant application? ☒ •Yes ☐ •No

B) If your proposal is funded, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Handbook? ☒ •Yes ☐ •No

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Incomplete applications will be returned to the applicant without further consideration.

- ☒ 1. Detailed description (1-2 pages, Times or Times Roman, 12 point)
- ☒ 2. Budget Page

Amanda F. Hopkins
Applicant's signature

1/16/26
Date

A. Kyatt
Supervisor's signature
(*indicates that the requested funds are not available from the department)

1/20/26
Date

Instructional Development Grant Budget Page

Please itemize your estimated expenses below (*Note*: maximum allowance = \$500). Include a description of each of the expenses in your 1-2-page narrative. If you are requesting books or videos, please provide specific titles and approximate costs.

Item	Amount
Tampons with plastic applicators	\$ 12
Tampons with cardboard applicators	\$ 14
Tampons without applicators	\$ 10
Douches - reusable	\$ 24
Disposable douche kits (3 different brands)	\$ 15
Menstrual underwear (2 types at \$20 each)	\$ 20
Sanitary pads (Ultra Thin)	\$ 20
Sanitary pads (Overnight)	\$ 10
Sanitary liners	\$ 10
Sanitary pads with wings	\$ 10
Menstrual cup (small/size 1)	\$ 15
Menstrual cup (large/size 2)	\$ 20
Venus Educational Pelvic Floor Vaginal Model (Dark tone)	\$ 123.85
Axis Scientific 6-Part Female Skeletal Pelvis with Organs	\$ 192
Total Amount Requested:	\$ 495.85
(Maximum award \$500)	

Note: Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <https://libguides.iwu.edu/copyright>, or contact the University Librarian or your department's liaison librarian.

Instructional Development (ID) Grant Narrative

Amanda F. Hopkins, PhD, RN

Current Course Description and Pedagogy

Health 300: Human Sexuality is a foundational course that explores biological, psychological, social, and cultural dimensions of human sexual development and behavior. Students who enroll each semester represent diverse academic majors, reflecting the course's relevance across disciplines including health sciences, nursing, psychology, education, and social work. Human Sexuality addresses critical topics including reproductive anatomy and physiology, sexual health, contraception, sexually transmitted infections, gender identity, sexual orientation, and relationship dynamics. Presently, instruction on cis female anatomy and physiology relies primarily on two-dimensional approaches: textbook diagrams, Canvas slides, and occasional video content. While these materials provide accurate information, they present significant pedagogical limitations. Today's students frequently struggle to visualize spatial relationships between anatomical structures, understand the three-dimensional nature of organs like the uterus and ovaries, and grasp physiological processes such as the menstrual cycle. This knowledge gap has real-world implications, as research consistently demonstrates that anatomical literacy correlates with improved health outcomes, more effective patient-provider communication, and reduced stigma surrounding reproductive health. Using teaching tools such as anatomical models and having other tangible items available, as they relate to content and are being discussed conceptually, facilitates the translation of concept to practice.

Current discussions of menstruation often reveal students' limited understanding of this fundamental physiological process. Many students, including those who have cis-female genitalia, cannot accurately describe what occurs during menstruation, identify normal versus concerning menstrual patterns, or understand the range of menstrual experiences and management options. This deficit reflects broader societal taboos that position menstruation as inappropriate for open discussion, contributing to shame, misinformation, and inadequate health literacy.

Additionally, the course's existing visual materials predominantly feature very light-skinned anatomical representations. This lack of diversity in educational resources sends an implicit message about whose bodies are considered the "standard" and fails to reflect our diverse student population. Students of color deserve to see themselves represented in course

materials, and all students benefit from learning that anatomical features naturally vary across different skin tones and ethnic backgrounds.

Proposed Use of Funds

Instructional Development grants recognize that even small sums of money can stimulate innovation and improve pedagogy. If approved, this Instructional Development Grant would fund the purchase of hands-on, inclusive educational materials that transform how students engage with female anatomy and menstrual physiology. Specifically, funds would allow me to purchase a variety of actual menstrual products (pads, tampons, menstrual cups, period underwear, and discs) that would be available for students to handle during class as I'm discussing concepts related to the materials. Additionally, having douches available for students to examine the ingredients and marketing strategies within packing materials, will also facilitate considerations of why these products are used, who they're marketed towards, as well as the dangers of placing those chemicals in one's vagina. Having the materials readily available might spark further conversations and questions that wouldn't naturally originate without the kinesthetic component of learning. Some of these questions might surround the comparison of absorbency levels of the menstruation devices, as well as for students to be able to discuss advantages, disadvantages, and accessibility considerations for each option.

The funds would also allow me to purchase 3D anatomical models in multiple skin tones. Using inclusive, high-quality pelvic models depicting the uterus, ovaries, fallopian tubes, vagina, and external genitalia in varying skin tones (light, medium, and dark) enables students to identify structures from multiple angles, and develop accurate mental representations of cis-female anatomy. Of utmost importance, purchasing models in diverse skin tones ensures inclusive representation and normalizes anatomical diversity.

These materials would be integrated throughout the semester during multiple class sessions. Students would work in small groups to explore materials and then discuss how anatomical knowledge informs contraceptive choices and gynecological health. The menstrual materials would anchor discussions about cycle variability, menstrual disorders, cultural attitudes toward menstruation, and menstrual equity issues.

No additional funding sources have been sought and/or received for this expense. Teaching tools will be purchased using the University's Tax Exemption Number and letter.

Expected Impact

This modest investment addresses a critical gap in sexual health education. By moving beyond two-dimensional representations to tactile, three-dimensional learning, students will develop deeper anatomical understanding that persists beyond the semester. The inclusive nature of these materials communicates that all bodies deserve accurate representation and respectful study.

This grant exemplifies how targeted, modest funding can meaningfully enhance pedagogy because these resources will serve students across multiple semesters, benefiting hundreds of future learners. The materials promote active learning, facilitate peer discussion, and create opportunities for students to ask questions they might hesitate to pose about abstract diagrams. By normalizing conversation about female anatomy and menstruation in an academic context, the course can help dismantle stigma and empower students with knowledge essential for personal health advocacy and, for many, future professional practice.

