

**Fayetteville State University**

**College of Arts and Science**

**Department of Nursing  
NURS 421 Women's Health  
Fall 2009**

**I. Locator Information:**

Instructor: Shelvy J. Bratcher-Porter Ph.D, RN, PHCNS-BC

Course # and Name: NURS 421-D1 Women's Health

Day and Time Class Meets: Online

Semester Credit Hours: 3 Credit hours

Total Contact Hours for Class: 3

Office Location: Cook Bldg., Room 212

Office Hours: Virtual-TBA; Campus: Monday 12-5; Thursday 9-12

Phone: (910) 672-1022

Email address: [sbratch1@uncfsu.edu](mailto:sbratch1@uncfsu.edu)

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at:

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. COURSE DESCRIPTION:** This course is designed to focus the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self awareness as consumers and providers in the health care delivery system.

**III. Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203

**IV. Required Textbook:**

Alexander, L., la Rosa I, Bader, H. & Susan Garfield (2004). *New dimensions in women's health* (4th ed.). Stamford: Appleton & Lange.

American Psychological Association (2009). *Publication manual of the American psychological association* (6<sup>th</sup> ed). Washington, D. C.: American Psychological Association.

**V. STUDENT LEARNING OUTCOMES**

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

1. Becomes a knowledgeable consumer in the healthcare delivery system while simultaneously serving an advocate for women in the healthcare delivery. (Advocate)

2. Uses a nursing theory as the framework within which the nurse can promote, support, and encourage client responsibility for health and client independence. (Advocate)
3. Examines a nursing theory that incorporates self-care and health maintenance as a component in the nursing system in providing care to women clients as an individual and/or as a group. (Clinician)
4. Design List and Explore specific health screening procedures that are recommended for women throughout the life span. (Clinician)
5. Develops strategies to facilitate and coordinate health awareness and promotion, disease prevention, diagnostic and treatment services for women. (Collaborator/Coordinator)
6. Examines community resources available for women clients. (Collaborator/Coordinator)
7. Communicate strategies a professional nurse can use to maximize health potential for self and for women. (Educator)
8. Functions as a self-directed learner by selecting and validating own learning. (Educator)
9. Summarizes nursing and health care services needed by and available for women across the life span and the implications for professional practice. (Leader)
10. Assimilate women's health, the changes that are needed in women's health research, and the importance of women's health research pertaining to health care delivery and professional nursing practice. (Researcher)
11. Examines how to incorporate the six professional roles in providing comprehensive health care services for women.
12. Comprise a list and become familiar with historical and present women that have contributed to women's health.

## VI. Course Requirements and Evaluation Criteria

Women's Health Objectives/LA/CTQ Module (Appendix A)	20%
Women's Health Event Experience or Job Shadowing/ Professional Interview (Appendix B)	30%
Women's Health Spotlight Project (Appendix C)	20%
Women's Health Poster or Paper and Power-Point Presentation -Final (Appendix D)	30%
-----	
TOTAL 100%	

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**Written assignments become the property of the Department of Nursing at Fayetteville State University after the learner reviews the graded assignments. All papers and written work are due by the assigned date and time. It is highly recommended that students complete papers in a sufficient amount of time that will allow them to utilize Smartthinking prior to submitting papers for grading. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.**

**Provide the instructor a copy of required Evaluative Criteria and place a copy on forum so that others can view/comment.**

## GRADING

### Grading Scale for the Department of Nursing

A = 93-100	F = $\leq$ 69
B = 85-92	I = Incomplete
C = 78-84	W = Withdrawal from a class
D = 70-77	WN = Withdrawal due to non attendance
P = Passing	F = Failure
S = Satisfactory	US = Unsatisfactory

## PAPERS AND EXAMINATIONS

Students are expected to submit required work on time. Examinations are to be taken when scheduled. Unexcused absence from a test will result in a zero (0). A make-up test, if given, will be based on the original test objectives, but the items will be different. Late Papers will not be accepted and will be awarded a grade of "0". Plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: any failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation.

See FSU Student handbook at

<http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf>. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. See:

<http://www.uncfsu.edu/handbook/index.htm>

Preparation of written work should contribute to clear communication. All work should be typewritten, following guidelines of the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). A cover page and reference page should be included. References should include journals and books other than the ones listed in nursing course textbooks.

Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. All work is expected to be turned in on time.

See website: <http://www.uncfsu.edu/handbook/index.htm>

## MISSING ASSIGNMENTS

It is the responsibility of each student to complete all work and meet all objectives as required. Five (5) points will be deducted from the overall course grade each week requirements are not met. Students ARE responsible for maintaining a paper copy of all work submitted. Overall, competencies for this program are outlined in the Student Handbook. Students are asked to relate any comments/concerns to the instructor promptly.

## NURSING DISCLAIMER

This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student's enrollment is an agreement to comply with

the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility.

**ON-LINE NEEDED EQUIPMENT:**

1. Your brain in an alert stage.
2. A quiet environment conducive to reading, studying, and comprehension.
3. Undivided attention.
4. Computer head phones.
5. Web cam.
6. 1&1/2 OR 2 INCH BINDER AND DIVIDERS

**ON-LINE ACCESS:** If problems arise with accessing On-line courses, please contact Internet Technical Services (ITS) at: 910-672-2085.

**WEBPAGE:**

Students need to make a webpage, the instructions can be found on Blackboard.

**ONLINE NETIQUETTE:**

1. Never divulge your user name or password to others.
2. Immediately delete email with attachments from senders you do not recognize.
3. It is most likely "spam". Do not click open web links in messages from unknown sources.
4. Never run an executable file (e.g., .exe) from an email. The university has security precautions in place for most of these situations, but computer hackers are getting more sophisticated all the time.
5. Do not forward personal email without the author's knowledge and permission.
6. Do not forward chain letters. Delete them.
7. Keep acronyms to a minimum. They can be confusing to your readers.
8. Delete unwanted messages to conserve space.
9. Never answer "spam". Your response will confirm your email address. Delete the message instead.
10. Please do not forward virus hoaxes. Contact your instructor if you have a question.
11. Do not use all capital text (CAPS LOCK); it is perceived as shouting.
12. Golden Rule: "Do Unto Others As You Would Have Them Do Unto You."

“Netiquette” is important and you are expected to follow the rules. You are entitled to express your opinion. You are entitled to an audience. You are expected to learn. You are expected to teach. You have a right to disagree. You have a right to respond. It is your privilege to change your mind. It is your privilege to remain silent. Responsibility on all sides will ensure that the forums will not be subject to improper censorship. The hosts of the forum will also make sure that coarse language or any form of racist, ageist, sexist or homophobic language is banned from the online discussions.

“Netiquette” adapted from Yale University Library

**BLACKBOARD LEARNING SYSTEM:**

1. Each student is expected to access the Black-Board Learning System daily (9pm nightly) for announcements, other assignments, and other pertinent communication.
2. Each student is expected to participate in the “Discussion Board” as required by instructor.
3. Grades will be affected if these directions are not implemented and maintain
4. The FSU Blackboard will be used as an important mode of communication between faculty and students in this course. Please enroll using your e-mail.
5. Class grades and other faculty/student feedback will be posted using this medium.

**OFFICE HOURS AND INSTRUCTOR AVAILABILITY**

Office hours and instructor availability will be arranged according to the student’s needs and as announced, in addition student conferences will be arranged as needed. Faculty is also available by e-mail, fax, and phone voice mail. The student is encouraged to initiate an appointment for instructor/student conferences when issues arise. The instructor will also utilize Blackboard as a communication tool.



Week 6	PART 3: Physical and Lifespan Dimensions of Women's Health	PNO/CTDQ MODULE for Chapters 9,10,11,12
Week 7	Part 4: Interpersonal and Social Dimensions of Women's Health	PNO/CTDQ MODULE for Chapters 13,14,15
Week 8	PAPER/POSTER AND POWER-POINT PRESENTATIONS- BLACKBOARD and CAS SYMPOSIUM	PAPER/POSTER AND POWER-POINT PRESENTATIONS-BLACKBOARD and CAS SYMPOSIUM

## **IX. TEACHING STRATEGIES**

A variety of methodologies will be used to support the student's needs in meeting course outcomes. These methodologies include, but are not limited to: Lecture /Discussion, Guided discussions, Assigned readings, Audio- visual materials, Presentations, Web-based course through Blackboard Internet explorations, Individual work as well as group participation on Blackboard, Power Point Presentation- Guided and Independent Women's Health experiences and analyses

## **X. BIBLIOGRAPHY**

De Chesnay, M., & Anderson, B. A. (2008). *Caring for the vulnerable: Perspectives in nursing theory, practice, and research*. (2<sup>nd</sup> ed.). Boston: Jones & Bartlett.

Hatcher, R. A., Trussell, J., Nelson, A. L., Cates, W., Stewart, F., & Kowal, D. (2007). *Contraceptive Technology* (19<sup>th</sup> ed.). New York: Ardent Media.

Holtz, C. (2008). *Global health issues*. Boston: Jones & Bartlett.

Purnell, L. D. & Paulanka, B. J. (1998). *Transcultural health care: A culturally competent approach*. Philadelphia: F. A. Davis.

Schaefer, C., Peters, P., & Miller, R. K. (2007). *Drugs during pregnancy and lactation: Treatment options and risk assessment*. St. Louis: Elsevier.

**APPENDIX A**  
**OBJECTIVES/CRITICAL THINKING (CTQ) MODULE**

Each student shall complete weekly assigned objectives, and THREE Critical Thinking Discussion Questions (CTDQs) at the end of each chapter AND POST ON THE DISCUSSION BOARD. You will choose a fourth CTDQ to place on the DISCUSSION BOARD for responses from colleagues. Indicate the course Objectives that the Unit/Chapters

All assignments are to be completed in a timely manner. ALL work and documentation is to be handed in for midterm and final grading. Each weekly assignment is worth 4 points as follows:

Articulate with references attached: 4

Thoughtful from a personal perspective, without professional resources: 3

Addressed issue without much thought, detail or logic: 2

Less than one-half page, no supporting data, illogical, ill prepared: 1

No entry, or submitted after grading period is over: 0

**FORMAT**

-UNIT OR CHAPTER TITLE AND NUMBER

-NUMBER OBJECTIVE (OBJ.) AND LABEL ANSWER AS RES (RESPONSE)

-LIST LEARNING ACTIVITIES AND DISCUSSION QUESTIONS AND LABEL ANSWER AS RES (RESPONSES).

-LIST THE CTQ FOR COLLEAGUES TO RESPOND

## **APPENDIX B PROFESSIONAL EVENT EXPERIENCE**

Each student shall complete a 'Professional Event Experience'. The 'Professional Event Experience may consist of a Women's Health

-Festival, Conference or Workshop; TV, Tele-conference, or Radio Special;

-Job Shadowing and Professional Nurse Interview (minimum of 4 hours)

The 'Professional Event Experience' shall be written-up, ranging from 3-5 pages, to include the Cover Sheet and a 5-item Reference Page. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.

**Evaluation:** This assignment will be evaluated in the following manner.

- A. **Completion of the Professional Nurse Interview Guide (20 Points):** The Professional Nurse Interview Guide is attached. Feel free to add any other information as needed.
- B. **Reference Page (20 pts):** a reference page of five (5) articles should be included APA formats should be used followed by a summary of each articles.

### **Mechanics (30 pts):**

- A. English usage (20 pts): written in past tense and 3<sup>rd</sup> person, preferably gender neutral. Correct spelling, grammar, capitalization, punctuation, sentence structure, and paragraph construction. Absence of run-on sentences, compounded ideas.
- B. Appearance (10 pts): neatly typed; errors corrected neatly; 1 inch margins; APA format for reference, documentation, and style.

### **Personal Reflection (30 Points):**

#### **Professional Nurse Interview Guide:**

- I. Date:  
Name:  
Title:  
Educational Preparations:  
Experience:
- II. Place of Employments: (type of facility, size, location, population served)
- III. Current Responsibilities:
- IV. What is your opinion of Nursing Care in your facilities?
- V. What is your opinion of Nursing Care in general?
- VI. What is needed in your opinion to make nursing care?
  - a. Better in general?
  - b. Better in your facility?

- VII. What characteristics/abilities should a nurse in a leadership position possess?
- VIII. Do you think advanced education is needed in nursing practice? Why or why not?
- IX. What degrees are needed?
- X. What suggestions would you make to enhance this position?
- XI. Other comments:

## APPENDIX C

### WOMEN'S HEALTH SPOTLIGHT PROJECT

Each student shall make two Poster Boards. Each Poster Board shall consist of:

Ten (10) historical women that have championed the cause of Women's Health.

Ten (10) 20<sup>th</sup> century women who have championed the cause of Women's Health.

The Poster Boards shall contain a brief summary of who they are/where they live/at what age did she do or is still doing what she is known for. A picture would be nice if available.

For the Paper, above information can be done in Narrative Form with at least five (5) References (can use 1<sup>st</sup> person).

**Evaluation:** This assignment will be evaluated in the following manner.

- C. **Completion of the Professional Nurse Interview Guide (20 Points):** The Professional Nurse Interview Guide is attached. Feel free to add any other information as needed.
- D. **Reference Page (20 pts):** a reference page of five (5) articles should be included APA formats should be used followed by a summary of each articles.

**Mechanics (30 pts):**

- C. English usage (20 pts): written in past tense and 3<sup>rd</sup> person, preferably gender neutral. Correct spelling, grammar, capitalization, punctuation, sentence structure, and paragraph construction. Absence of run-on sentences, compounded ideas.
- D. Appearance (10 pts): neatly typed; errors corrected neatly; 1 inch margins; APA format for reference, documentation, and style.

**Personal Reflection (30 Points):**

**NOTE: POSTERS AND PAPERS ARE TO BE USED AS THE POWER-POINT PRESENTATION AND FOR THE CAS WOMEN'S SYMPOSIUM (USUALLY IN OCTOBER-TBA).**

## Appendix D

### *Paper/Poster and Power Point Presentation Guidelines*

The paper/poster session is a vehicle for developing student skills in communication of ideas and in planning presentations for audiences. For students enrolled in Nursing 310, the power point presentation provides the opportunity for them to contribute to the advancement of theory-based women's health nursing practice. Students will share via blackboard, with colleagues from diverse health care settings, how **Women's Health concepts and related principles can be used to provide competent and responsible care.**

**Select one (1) area of concentration for the power point presentation** from Focus Areas listed below. Topic must be approved by faculty

Complete a power point presentation for display on Blackboard and presented as a POSTER  
Present the power point presentation to the class and colleagues via Black board.

#### **Topic Presentation**

Provides background information that sets the stage for discussion of the power point presentation. Clarifies unfamiliar terms. Introduces information from relevant nursing research and a variety of current professional resources. Describes nursing considerations and/or interventions specific to the topic. Uses guidelines and/or selected references in order to encourage participation in the seminar. States relevance of topic for registered nurses in varied practice areas.

Establishes an environment conducive to learning. Encourages discussion by utilizing thought provoking comments and questions. Facilitates discussion. Allows free discussion of ideas by others that may be opposing in nature. Presents material in a well-organized manner providing structure for learning. Maintains eye contact with participants. Dresses professionally. Modulates volume and tempo of voice. Summarizes main points of the presentation. Meets planned behavioral objectives.

#### **Power Point Focus Areas:**

The following must be included in all power point presentations/final:

- Nursing Definition
- Influences on nurse-client interactions
- Process and/or content for assessment
- Impact of population projections on nursing for 2025 and beyond

Focus Areas: Select one (1) area of focus for the power point presentation/FINAL.

1. Folk healers and their scope of practice
  2. Alternative health care systems
  3. Influences on childbearing- beliefs and practices
  4. Influences on the developmental of children
  5. Influences on developmental transitions of aging
- 
2. **NOTE: POSTERS AND PAPERS ARE TO BE USED AS THE POWER-POINT PRESENTATION AND FOR THE CAS WOMEN'S SYMPOSIUM (USUALLY IN OCTOBER-TBA).**