Stephen F. Austin State University
DeWitt School of Nursing
WOMEN’S HEALTH ISSUES
Course Number: NUR 343
Section Number: 601
Summer I 2011

Course Instructors
Rhonda Tubbe, DHA, MSN, RN
Glenda Walker, DSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information

Name: Rhonda Tubbe, DHA, MSN, RN (Adjunct Faculty)
Department: Nursing
Email: rhonda.tubbe@tenethealth.com
Phone: (936) 468-7700
Office: Room 110
Office Hours: Tuesday, 11:00 a.m. – 12 noon

Name: Glenda Walker, DSN, RN (Director of School of Nursing)
Department: Nursing
Email: gwalker@sfasu.edu
Phone: (936) 468-7700
Office: Room 110
Office Hours: Tuesday, 11:00 a.m. – 2:00 p.m.

Class meeting time and place: Online Course

Textbooks and Materials:
Required:
No textbook required. Select readings available on reserve in the library and/or on MyCourses.

Project selection will determine materials needed.

Course Description
The course is designed to introduce students to Women’s Health Issues. This course builds on previous courses providing the student the opportunity for critical thinking and the acquisition and application of theory, research, and practice to issues of women’s health across the lifespan. Feminist thought will be utilized to identify issues related to the American women’s health.

Number of Credit Hours
2 credit hour(s) (online response and participation)

Course Prerequisites and Co-requisites
Prerequisites: None
Co-requisites: None

Program Learning Outcomes/Terminal Objectives
Graduates of the program will:
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Discuss the women’s health movement from the mid-1900’s to the present.
4. Discuss leading causes of morbidity and mortality among American women.
5. Utilize feminist thought to analyze threats to women’s health.
6. Discuss interdisciplinary healthcare team collaborations respecting holistic, socio-economic, spiritual, and ethno-culturally diverse clients.

General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes
The student will:
1. Identify feminist issues raised by American women’s health.
2. Identify threats to women’s health across the life-span.
3. Identify societal and cultural influences on women’s health.

Course Requirements
Online lecture, discussion, media, research, readings, small group activities, written assignments, weekly post and responses to classmate’s post.

Course Assignments
Individual Assignment
1. Identify a women’s health issue in the mid-1900.
2. Submit a request for topic approval. The request will include the following elements: health issue, reason for interest, data source/s, and an approximate time frame. One or two paragraphs will be sufficient.
3. Individual project will be in the form a PowerPoint that will include a cover page, introduction, four contents slides, a conclusion, and reference. The four content slides will contain notes. Individual project due by June 16th.

Group Assignment
1. Groups will be assigned by end of week 1
2. Identify a health issue leading to a high morbidity and mortality among American Women
3. Submit a written request for topic approval, group project due by June 30th. The request will include the following elements: topic, project presentation (PowerPoint, essay, video), data source/s, and reason for choice.

Attendance
1. Answer web-based questions required throughout the semester. One to three question will be posted weekly, answer one question per week
2. The post will be counted within the week, Monday through Sunday
3. The quality of the post and use of citation will be graded

Participation
1. Class participation will be required on a weekly basis, respond to at least one classmate’s post. Participation is performed by responding to at least one post per week
2. The participation will be counted with the week, Monday through Sunday

Group Evaluation
1. An evaluation of each member will be submitted with group project

Course Calendar
Refer to Course Calendar at end of document.

Grading Policy
Individual Project Approval - 5%
Individual Student project – 30%
Group project approval – 5%
Group project – 25%
Group Evaluation-5%
Response to questions – 15%
Class participation – 15%

Grading Scale:
A = 90 - 100
B = 80 - 89
C = 70 – 79
D = 60 – 69
F = 59 and below
Grading Criteria

Criteria for grading attendance and participation:
1. Number of post, require one quality post per week to meet attendance criteria (% of missed classes will equal % points deducted from grade)
2. Provides feedback and comments to questions, one quality response per week to meet participation criteria
3. Responds to peers and faculty in respectful manner
4. 50% quality
5. 25% timeliness
6. 25% citation of material

Individual and Team Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (90-100) Outstanding</th>
<th>B (80-89) Proficient</th>
<th>C (70-79) Basic</th>
<th>D/F (0-69) Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rich in content, full of thought, insight, and analysis</td>
<td>substantial information</td>
<td>generally competent</td>
<td>rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>assigned reading relevant</td>
<td>thought, insight, and analysis has taken place</td>
<td>information is thin and commonplace</td>
<td>no analysis or insight is displayed</td>
</tr>
<tr>
<td>Connections</td>
<td>Clear connections to previous or current content to real-life situations</td>
<td>connections are made</td>
<td>limited, if any connections</td>
<td>no connections are made</td>
</tr>
<tr>
<td></td>
<td>not really clear or too obvious</td>
<td>vague generalities</td>
<td></td>
<td>off topic</td>
</tr>
<tr>
<td>Uniqueness</td>
<td>new ideas</td>
<td>new ideas or connections</td>
<td>few, if any new ideas or connections</td>
<td>no new ideas</td>
</tr>
<tr>
<td></td>
<td>new connections</td>
<td>lack depth and/or detail</td>
<td>rehashing and/or summarizing</td>
<td>&quot;I agree with …&quot; statement</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Champion discussion</td>
<td>did not respond appropriately</td>
<td>limited presentation</td>
<td>no presentation</td>
</tr>
<tr>
<td></td>
<td>early in discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>throughout the discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance Policy
Attendance is on-line, see grading criteria.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the
components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Course Calendar

Week 1: Week of June 6th – June 12th: Review of Syllabus and introduction to women’s health. Historical influences on women’s health
1. Introductions
2. Discuss historical influence on women’s health
3. Written request for topic approval, individual paper
4. Groups assigned
5. Required Preparation: Web-based response and class participation

Week 2: Week of June 13th – June 19th: Women’s health movement from the mid-1900 to present. Behavior patterns and professional communications
1. Discuss the women’s health movement starting in the mid-1900 to present
2. Discuss behavior patterns and professional communications
3. Individual paper due by June 16th
4. Written request for topic approval, group project due
5. Required Preparation: Web-based response and class participation

Week 3: Week of June 20th – June 26th: Feminist issues raised by American women’s health. Leading causes of morbidity and mortality among American women
1. Describe feminist issues influence the American women’s health
2. Discuss leading causes of morbidity and mortality
3. Required Preparation: Web-based response and class participation

Week 4: Week of June 27th – July 3rd: Threats to women’s health across the life-span. Societal and cultural influences on women’s health
1. Discuss women’s health across the life-span
2. Discuss societal and cultural influences on women’s
3. Group presentations of project due by June 30th
4. Required Preparation: Web-based response and class participation

Week 5: Week of July 4th – July 8th: Threats to Women’s health. Discuss interdisciplinary healthcare team collaboration respecting holistic, socio-economic, spiritual, and ethno-culturally diverse clients.
1. List threats to women’s
2. Discuss interdisciplinary healthcare team collaboration respecting holistic and socio-economic clients
3. Discuss interdisciplinary healthcare team collaboration respecting spiritual and ethno-culturally diverse clients
4. Required Preparation: Web-based response and class participation
5. Course evaluation