Stephen F. Austin State University  
DeWitt School of Nursing  
WOMEN’S HEALTH ISSUES  
Course Number:  NUR 4243  
Section Number:  001  
Spring 2024  

Course Instructor  
Cassie Barr, MSN, RN, CNE  

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

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Tuesday: 12:00-3:00pm
Other times, call for an appointment.

Textbooks and Materials:
Required:
No required textbook. Required readings posted throughout modules on Brightspace (also known as D2L).

Recommended:
None

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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.

Credit Hour Justification
NUR 4243 Women’s Health Issues (2 credits) is a nursing elective that is typically taught online for an average of 2 hours per week over a 15-week period. It has been adapted to teach over a 5-week summer term. The course contains weekly modules with lecture content and assignments. Required readings are woven into the content to support key concepts and provide nursing perspectives. In addition, students are expected to participate in weekly discussions, quizzes, weekly reflection, and to make a presentation.

Course Prerequisites and Co-requisites
Prerequisites: None
Co-requisites: None
End of Program Student Learning Outcomes
Graduates of the program will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course 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 lifespan.
3. Identify societal and cultural influences on women’s health.

Differentiated Essential Competencies (DECs)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DECs serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.
Please refer to the Texas BON website for additional information https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

COURSE REQUIREMENTS
Online discussions and assignments are used to determine the student’s level of performance.

Course Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; History of Women’s Health</td>
<td>- Introduction Discussion&lt;br&gt;- History of Women’s Health Discussion&lt;br&gt;- History of Women’s Health Quiz</td>
<td>March 31 @ 2100</td>
</tr>
<tr>
<td>Module</td>
<td>Topic</td>
<td>Reflection</td>
<td>Date</td>
</tr>
<tr>
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</tr>
<tr>
<td>1</td>
<td>Societal and Cultural Influences on Women’s Health</td>
<td></td>
<td>April 14 @ 2100</td>
</tr>
<tr>
<td>2</td>
<td>Threats to Women’s Health Across the Lifespan</td>
<td>- Societal and Cultural Influence Worksheet</td>
<td>April 28 @ 2100</td>
</tr>
<tr>
<td>3</td>
<td>Feminist Issues Raised by American Women’s Health</td>
<td>- Feminist Issues Raised by American Women’s Health Discussion</td>
<td>May 5 @ 2100</td>
</tr>
<tr>
<td>4</td>
<td>Final Presentations</td>
<td>- Final Presentation</td>
<td>May 9 @ 0900</td>
</tr>
</tbody>
</table>

**Grading Policy:**
Evaluation is based on achievement of the objectives. Evaluation strategies include appropriate and completed assignments as listed below.

**EVALUATION and GRADING CRITERIA**
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

**Policy 1.7:**
1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

**BSN and RN-BSN GRADING SCALE:**
- 90-100 = A
- 80-89 = B
- 75-79 = C
Less than 75 = F

### Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>350</td>
</tr>
<tr>
<td>Societal and Cultural Influence Worksheet</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Module Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

No late work will be graded. Failure of this course counts as a nursing course failure and applies to the retention and progression policy of the DeWitt School of Nursing.

### Brightspace Discussions and Responses:

Students are expected to post on the discussion board in Brightspace by the dates and times listed in the course calendar and on Brightspace. Postings should be thoughtful and evidence-based. Students will respond at least once to a classmate’s posting. The response will be evaluated for substance just as your initial post is. Scholarly support should be cited in APA format. The response is due by the due date and time listed in the course calendar and on Brightspace.

### Discussion Etiquette

Treat discussions as you would any professional conversation. Disagreeing with a post is good, if you do so in a professional manner. Start by stating you have a different view or opinion and then proceed to describe your stance on the subject. Refrain from saying “you are wrong”, “what were you thinking”, “did you not pay attention to the material” or anything along these lines. Discussion boards are “conversations” among colleagues. Before you submit a post, please read what you have written and ask yourself “if someone responded to me with what I just wrote, how would it make it feel?” Consider wording strong opinions in a manner to generate conversation and continued thought on a subject.

### PowerPoint Presentation:

Students will identify a women’s health issue and create a PowerPoint presentation about the issue they select. See Brightspace for assignment instructions and grading rubric.

### Attendance Policy

This is an online course. Check the course via Brightspace at least daily (weekdays) and once on the weekend for announcements and postings. You are also expected to read any feedback comments in the gradebook.

### Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence**

Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It’s imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is
permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

**Brightspace**
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password.

http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

**How do I get technical help?**
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
**Guidelines for Grading Discussion Postings**

Each student should contribute *meaningfully* at least 2 times (your own post and response to a peer) to the discussion thread. The grade received will be based on the level of discussion you contribute as summarized below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 20 points</th>
<th>Good 16 points</th>
<th>Needs Improvement 14 points</th>
<th>Unsatisfactory 0 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Included rationale and credited reference as needed.</td>
<td>Moderate level commentary. Did not give rationale or credit reference.</td>
<td>Low level commentary. Did not give rationale or credit reference.</td>
<td>Meaningless entries and/or inappropriate messages and/or unprofessional.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posted prior to the due date so that classmates had adequate time to respond to post.</td>
<td></td>
<td></td>
<td>Posted on due date and didn’t leave sufficient time for classmates to respond.</td>
</tr>
<tr>
<td><strong>Proofreading, Grammar, Articulation, &amp; Clarity</strong></td>
<td>Post proofread and does not contain errors in grammar or spelling. Video post is articulated well with a clear message.</td>
<td>1-2 errors in grammar, spelling, articulation, and/or clarity.</td>
<td>3-4 errors in grammar, spelling, articulation, and/or clarity.</td>
<td>Extensive errors in grammar, spelling, articulation, and/or clarity.</td>
</tr>
<tr>
<td><strong>Succinctness</strong></td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few sentences as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary sentences.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary sentences.</td>
<td>Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Responded thoughtfully at a level expected by a college student. Gave rationale for opinion and credited reference as needed. Demonstrated insight and critical review of posting and remained professional.</td>
<td>Responded thoughtfully at a level expected by a college student. Gave rationale for opinion and credited reference as needed. Did not demonstrate insight or critical review of posting.</td>
<td>Responded thoughtfully at a level expected by a college student but did not include rationale or credit reference.</td>
<td>Meaningless response without giving opinion. Unprofessional response.</td>
</tr>
<tr>
<td>Overall Score</td>
<td>Exemplary 90 or more</td>
<td>Good 80 or more</td>
<td>Needs Improvement 70 or more</td>
<td>Unsatisfactory 0 or more</td>
</tr>
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Max score: 100 pts