



Department of Nursing

*"Imagine that we conjure up a world that is safe for mothers and daughters" –
Louise Bernikow*

Course Title:	Women's Health and Society
Course Number:	NURS 210/ Gender Studies
Credit Hours:	3
Day and Time:	Online (Spring semester)
Location:	Online
Prerequisites:	Sophomore status or above
Course Coordinator:	Deborah L. Hopla, DNP, APRN-BC
Office Location:	Lee Nursing Building Room 125
Phone:	843.661-1693
Office Hours:	Wednesday 8-11:30 am & 12:30-1:30
E-Mail:	dhopla@fmarion.edu (best way to contact me)

Course Description: This elective course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current health care findings including a maturational perspective with a systems approach. This course will explore empowering and emancipating methods to utilize health care services and develop a proactive wellness agenda.

Learning Outcomes: At completion of this course, the learner will be able to:

1. Recognize the impact gender plays in the health-illness continuum of individuals and society;
2. Describe the cultural and spiritual significance of gender issues through a historical perspective based on critical social theory and feminist theory;
3. Analyze personal and community-based values systems in promoting and/or maintaining the health of women;
4. Access relevant and credible health information using a variety of instructional resources including web-based information;
5. Discuss elements of feminine diversity and challenge stereotypical roles of women; and
6. Synthesize concepts of decisional science and women's healthcare choices.

Teaching Strategies:

Computer lecture, discussion/dialogue, interactive group activity, peer- review, computer research, videotapes, critical thinking exercises, on-line classes.

Student Information: This is a Nursing course and a failure in this course will count for pre-nursing or nursing students.

Confidentiality: I try to maintain confidentiality but occasionally information may be revealed that must be discussed with the Department Chair or with the University Counselor. By taking this class you understand the topics discussed may cause you to experience deep feelings and emotions and occasionally these emotions may need further discussions with professionals.

Textbooks:

Required:

Kolander, C. A., Ballard, D. R. & Chandler, C. K. (2014). Contemporary women’s health: Issues for today and the future, 5th edition. New York, New York. McGraw-Hill . ISBN: 978-0-07-802854-0

Publication manual of the American psychological association, 6th edition, (2010). American Psychological Association, Washington, D. C. ISBN: 13: 978-1-4338-0561-5

METHOD OF EVALUATION:

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale), and pass the math competency test with a 90% or better in clinical courses. Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Classroom Evaluation Methods:

- | | | |
|----|---------------------------------------|------|
| 1. | Class/ discussion board participation | 25% |
| 2. | Wellness journal | 10 % |
| 3. | Interview and story | 20% |
| 4. | Media exercise | 20% |
| 5. | Scholarly paper | 25% |

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Course Assignments, Grades, Blackboard

Instructions pertaining to course assignments, course evaluation criteria and grades will be communicated via Blackboard. Grades will be posted in Blackboard and will not be communicated via telephone per Francis Marion University policy. If a student is having a problem with their e-mail communication, the student should contact the instructor and the computer center to identify and correct the problem immediately.

Grievance Procedures

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the faculty involved and if unresolved with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Written Paper Requirements

Nursing 210 is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment when APA is required.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail Policy

E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Guidelines for Faculty Appointments

All nursing faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the student may request the faculty to meet at another time.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

Code of Ethics

The Department of Nursing subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation*: Board of Nursing, 2009). <http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

E-mail and Blackboard Requirements:

Detailed information regarding assignments and requirements will be communicated to the class via Francis Marion e-mail and Blackboard. Students are responsible for checking their e-mail and Blackboard announcements regarding course assignments and changes in class schedule.

Blackboard:

Students are required to be proficient in the use of Blackboard Learning Systems and self-enroll into the course.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening,

insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a Department of Nursing student towards another student, client, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

To be a successful online student takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. you do have to devote time from your busy family and work schedule to work on the course so you won't fall behind. I recommend printing out the course outline and the grading rubrics and keep them in front of you to assist you to stay on track.

APA is required in all nursing courses. If you are unfamiliar with APA format please use the writing center for assistance. The writing center is located in Founders Hall in Room 114-C. they can also be reached at 843-661-1528. The required APA textbook is your guide.

Communication is paramount. The communication channel is always open between me, you, and among classmates. It is very, very important that we keep connected and interact. If you do have questions, please feel

free to e-mail, phone or use the discussion board. Please note I have posted office hours and am willing to make appointments for other times.

Feedback for assignments: I am available for feedback on assignments. I will send out information privately and /or you may contact me by phone.

Check your grades. I will post your grades for the discussion board and assignments as soon as possible. If you find any errors or missing scores, please feel free to e-mail me or call and leave a message. I will correct any mistakes. **I DO NOT** give extra credit. You only need to do the work assigned.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives

TOPICAL OUTLINE

Week	Topic	Corresponding Readings	Assignments Due
1. Week 1 January 13	Course orientation Introduction to women’s health	Chapter 1	Discussion Board with introductions. Remember to respond to two classmates in a meaningful dialogue. Discussion Boards close every two weeks.
2. Week 2 January 18	Becoming a Wise Consumer and Developing a Healthy Lifestyle	Chapters 2 & 3	Journal entry #1 DUE: January 25 by 11:59pm
3. Week 3 January 25	Mental and Emotional Wellness	Chapter 4	Discussion Board
4. Week 4 February 1	Managing the Stress of Life	Chapter 5	Discussion Board
5. Week 5 February 8	Sexual and Relational Wellness and Exploring Women’s Sexuality	Chapters 6 & 8	Discussion Board Journal entry #2 DUE: February 15 by 11:59pm
6. Week 6 February 15	Preventing Abuse against Women	Chapter 7	Discussion Board Interview DUE: February 22 by 11:59pm
7. Week 7 February 22	Designing your Reproductive Plan	Chapter 9	Discussion Board
8. Week 8 March 1	Eating Well and Keeping Fit	Chapter 10 & 11	Discussion Board
9. Week 9 March 8	Using Alcohol Responsibly & Making Wise Decisions about Tobacco, Caffeine and Drugs	Chapters 12 & 13	Discussion Board Journal entry #3 DUE: March 15 by 11:59pm
10. March 15-20 SPRING BREAK!	No Readings!	SPRING BREAK!	
11. Week 10 March 22	Preventing and Controlling Chronic Health Conditions	Chapter 15	Discussion Board Media Assignment DUE March 29 by 11:59 pm

12. Week 11 March 29	Reducing your Risk of Cancer	Chapter 16	Discussion Board
13. Week 12 April 5	Women's Decision-making about healthcare issues	Articles will be assigned	No Discussion Board Journal entry #4 DUE: April 12 by 11:59 pm
14. Week 13 April 12	Choosing a Women's Health Care Issue	Articles will be assigned	Scholarly paper DUE: April 19 by 11:59 pm
15. Week 14 April 26	No readings-Review		Final Journal entry #5 DUE: April 26 by 11:59pm Give me a Summary of what you have learned from this course. What did you like best? What gave you cause to think? What else would you like to have learned about women? A one to two page reflection with a title page. There are no wrong answers here. ☺
16. Week 15 April 20	Course Evaluations		

GRADING RUBRICS

Discussion Boards: Remember to post and respond to two other classmates’ postings. In order to facilitate dialogue asking questions after your posting can cause others to respond.

Points	90-100	80-89	60-79	0-59
Frequency of Responses.	Minimum of one meaningful posting and responding to two classmates postings in a meaningful dialogue.	Minimum of one posting and responding to one classmates posting in a meaningful dialogue.	Posting is superficial. Responses to classmates are superficial (example: “I agree/disagree).	No posting. Responses to classmates are superficial.
Evidence of having read the thread	Meaningful response.	Meaningful response	Superficial response.	Response has little to nothing to do with the posting.
Evidence of having read the text or applicable research	Application of information from the text with one to two references.	Application of information from the text with one reference.	No evidence of reading the text. Reference is absent.	No evidence of reading or research. No reference.
Adding different ideas to the thread	Critical thinking about the topic is evident. Encourages more dialogue about the subject matter.	Critical thinking is evident but no encouragement of dialogue.	Critical thinking is absent. Superficial ideas about the topic. Lack of dialogue with other classmates.	Lack of critical thinking. No dialogue from other classmates.

Journal Writing			
Journal writing will be done in response to readings. Content might include new ideas, new insights, thoughts or feelings, paradoxes, experiences, poetry, art, etc. Journals are graded on completeness and expression of thought. This should be a one to two page entry with references. Think creatively. I am looking for how this class and information about women has touched your lives. APA is not included for these submissions. Make sure you include a title page so I know who is submitting the journal.			
90-100	80-89	60-79	0-59
Journal entry covers thoughts, insights and feelings about the material in the required reading. One to two references cited. No spelling errors.	Journal entry is missing an essential component to the readings. One reference cited. One-two spelling errors.	Journal entry shows little insight into readings. More than two spelling errors. One reference cited.	Journal entry shows poor understanding of readings. More than three spelling errors. No references.

NOTE: There will be a 10 point deduction each day for late submissions.

Interview and Story

This interview and story writing is to give a woman the opportunity to share her experience, it is designed to give her voice to her story. The story is written as a narrative, one that represents her story using a fictitious name. Because you are writing the story it will be written somewhat from your point of view, and therefore includes interpretation. When writing the story, please concentrate on what is heard and record the meaning the woman is telling you. Go back later and correct it for grammar and spelling. This story writing will give you an experience to reflect, share, dialogue, listen and grow while learning from the woman who is telling you her lived experience.

Specifics:

Select a woman to interview that has used the healthcare system in the past for a **woman’s healthcare issues**; Develop a list of appropriate questions and have the instructor review them prior to the interview;

Some questions to start with are:

I would like to learn about your experience with the healthcare system, I know that it is sometimes difficult to remember events and feeling but anything you can remember will be helpful.

Why did you seek healthcare and what signals did your body give you that made you know that you needed to seek healthcare?

What was it like to be told.....?

How did you learn more about?

Looking back – how does it all seem now?

Reassure the woman that her name will not be used. Ask permission to tape record it so you can re-listen.

Write a personal response to the story and your feelings about conducting the interview.

What did you take away from interviewing this person?

What did you learn about women and the healthcare problem she encountered?

What could have changed the woman’s story? Please share insights and feelings.

This paper is usually 3-5 pages. **DO NOT use names....only initials**

90-100	80-89	60-79	59-0
Story is complete and recorded well in the woman’s voice. It has a beginning, middle and end. The story is descriptive, open. Your response to how this story made you feel personally is included.	Story is partially done. All elements present but lack completeness and reflection.	Story is lacking in depth or key elements are missing.	Story is lacking in depth or elements are missing.

- Use an APA title page with running head but the story and questions do NOT have to be written in APA format.
- A 10 point per day deduction will be made for late submissions.

Media Exercises

This exercise is to develop an awareness of how women are portrayed in the media. **Identify 6 to 10 media advertisements** with a specific theme such as sports, clothing, and feminine products. The media examples can be from any form of public media. Reflect on the image of the woman in the media pieces.

Document:

Position of the woman or women in reference to others and her own stance

Characteristics of the woman – color, age, race, body build, social role, behavior

Diagnose the advertisement – who is it appealing to? Why? How?

Remember to give the reference for the product being advertised or the station advertisement was seen in or the journal where the advertisement was featured. So a reference page is required and completed in APA format.

Remember to include a title page in APA format.

Grading Rubric for Media Paper

Points	90-100	80-89	60-79	59-0
	All elements are discussed. Media advertisement examined in relation to the image of the woman. Correct APA format without errors. No spelling errors	One or two elements are missing. APA format has one to two errors. One or two spelling errors.	Missing more than two elements. Poorly describes media advertisement. APA has more than two errors. More than two spelling errors.	Poorly written. Poor insight into the media event. APA format lacking. More than three spelling errors.

NOTE: A 10 point per day deduction for late submission.

Scholarly Paper

Select a topic in women’s health, you can use your interview as part of the background section if you would like. 5-8 pages in APA format. **It is suggested that you visit the Writing Center for assistance.**

Introduction Paragraph – provide the basis for your chosen topic.	10%
Describe the condition thoroughly – background section	30%
Discuss the condition from the perspective of a woman and support your arguments with readings, testimonials, etc.	20%
Summarize your findings to reflect what is important to women with the condition	20%
Grammar and references	10%
APA	10%

Note: A 10 point per day deduction for late submissions

Selected References

Wittmann-Price, R. A. & Fisher, K. M. (December, 2009). Patient Decision Aids: Tools for patients and professionals. *AJN*, 109(12), 60-64.

Wittmann-Price, R. A. & Bhattacharya, A. (July/Sept. 2008). Reexploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women's Healthcare. *Advances in Nursing Science*, 31(3), 225-236.

Wittmann-Price, R. A. (Fourth quarter 2006). Exploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women's Health Care. *Journal of Nursing Scholarship*. 38(4), 377-382.

Wittmann-Price, R. A. (January 2004). Emancipation in Decision-making in women's health care. *Journal of Advanced Nursing*, 47, 437-445.