**DAEMEN COLLEGE**

**Department of Nursing**

**HSC 221 Women’s Health**

**FACULTY:**

Office: DS235

Phone: 315-778-8349 (cell)

Email: [jbrodhea@daemen.edu](mailto:jbrodhea@daemen.edu)

Office Hours: T & TH 10-12 and by appointment

**COURSE DESCRIPTION:**

Cross-listed as NUR 221. This elective course is designed to provide students with an overview of topics impacting women’s health in contemporary society. The course focuses on controversial issues related to women's health and investigates the roles that women play as health care consumers and as health care providers. The course is designed for students from multiple areas of study. These students will explore specific health care problems impacting upon women and will analyze contextual factors that affect the delivery of health care to women. Web-based format.

**COURSE PREREQUISITES:**

Prerequisite: CMP 101

**PLAN:**

This three (3) credits course is offered over the semester

**OBJECTIVES:**

1. Discuss how historical events in the women’s health movement have impacted women’s health issues.
2. Apply informatics to research a topic in women’s health and synthesize current findings in a research paper.
3. Identify and critique web sites that offer information and assistance to those offer information and assistance on issues pertinent to women’s health.
4. Discuss the dimensions of various health issues as they related to women’s health including substance abuse, mental illness, nutrition, sexually transmitted diseases, reproductive health and menopause, and ovarian cancer.
5. Demonstrate attitudes that reflect an understanding of the unique characteristics of problems in the arena of women’s health particularly in respect to substance abuse, reproductive health, ovarian cancer, and menopause.

**TOPICAL OUTLINE:**

1. Introduction to Women’s Health
   1. Why study women and health?
   2. Gender vs Sex vs Sexuality
   3. Defining health
2. Economics of Women’s Health
   1. Poverty & health status
   2. Health insurance
3. Critical Issues of Girls’ Childhood
   1. Sex-selective abortion
   2. Infanticide
   3. Child labor
4. Sexual Health & STIs
   1. Gender identity vs Gender roles
   2. Sexual expression
   3. Common STIs
   4. STIs rates per age, racial and ethnic groups
5. Adolescence: Vulnerability
   1. Economic, legal, and political dimensions of sexual health
   2. Sex trafficking
   3. HIV/AIDS
6. Womanhood: Reproductive Health
   1. Prevalence of contraceptive use in the US
   2. Historical & Legal Perspectives
   3. Sociocultural & religious influences
7. Womanhood: Pregnancy & Childbirth
   1. Historical dimensions of pregnancy, childbirth, and breastfeeding
   2. Abortion across cultures
   3. Trends in birth rates, maternal mortality and infant mortality rates
8. Womanhood: Domestic Violence & Terrorism
   1. Self-directed, interpersonal, and collective violence
   2. Sociocultural, economic, and historical factors that influence violence
9. Women in Conflict & Refugee Situations
   1. Vulnerabilities of women in conflict and refugee situations
   2. Appropriate interventions
10. Women’s Work & Trafficking
    1. Modern slavery
    2. Issues of race, class, sexual identity, religion, immigration status and other factors
11. Mental Illness & Substance Abuse
    1. Biological, social, and environmental factors
    2. Epidemiological, economic, legal, and political dimensions
    3. Basic types of mental illness
    4. Suicide prevalence and risk factors
12. Nutrition
    1. Biological, cultural, and economic factors
    2. Sociocultural influences on body image
    3. Eating disorders
13. Aging
    1. How social, cultural, and demographic changes affected how women experience and view menopause
    2. Concept of “medicalization”
    3. Women’s Health Initiative and Million Women Study

**TEACHING METHODS**:

Teaching methods include discussion, independent learning activities, computer-based practice, reading assignments, and written course requirements.

**REQUIRED TEXTBOOKS:**

Alexander, L., LaRosa, J., Bader, H., Garfield, S., Alexander, W., & Alexander, L. (2017). *New*

*dimensions in women's health* (Seventh edition. ed.). Burlington, MA: Jones & Bartlett

Learning.----- can be accessed via Daemen Library as an eBook

Murray, A. (2013). *From outrage to courage: The unjust and unhealthy situation of women in*

*poorer countries and what they are doing about it* (rev. 2nd ed.). Monroe, ME.: Common Courage Press.---available for purchase at the bookstore

**APA or MLA for this course**

While students are required to purchase and use the APA Publication Manual for all writing assignments in the nursing program at Daemen College, additional information about APA formatting is available online at:

* Purdue University Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

* Daemen College Library APA or MLA guide:

<http://libguides.daemen.edu/citation>

**TECHNICAL REQUIREMENTS:**

To be successful in the online environment students must have access to the following hardware, software, and Internet access. Here is the link to the Damen College computer requirements for online classes: <https://www.daemen.edu/student-life/student-services/technology-services/student-parent-information/computer-requirements>

Computer: a recently purchased computer or computer with a minimum configuration of:

* Operating System
  + Windows 10, Mac OS 10.12, or more recent version
* Web browser
  + Google Chrome web browser (Daemen College does not support other browsers)
* Hardware
  + A processor of 2.4GHz or faster
  + 4 GB of RAM
  + Monitor and video card with 1024 x 768 or greater resolution
  + Keyboard and mouse (or equivalent i/o device)
  + Speakers/Headphones and a Microphone
    - Noise canceling headphones typically preferred
  + A web camera capable of video web conferencing
  + Recommended by not required - USB port
* Software
  + Microsoft® Office 2013 for a personal computer (PC) or Microsoft® Office 2011 for Mac or later versions (provided by the college at no additional cost - Microsoft Office 365)
  + An up to date installation of Adobe® Reader
  + An up to date installation of the Adobe® Flash plug-in
  + Local administrative privileges to operating system may be required to allow for installation of software and/or configure computer settings
  + A current security (e.g., Virus and Malware protection) suite application (updated regularly)
* Internet Access
  + A high-speed Internet connection (1.5 Mbps upload and download required; 4Mbps or better preferred)
    - Caution: The use of public access computers (for example, at restaurants) or employer-provided computers may result in slowness or errors (timeouts or access problems) when accessing course materials. Public access computers may not permit access to certain course materials or systems due to security limitations.
* Email Access
  + Daemen email address is provided by the college (gmail address). Students are required to access their Daemen email regularly as course announcements and faculty communication will only be delivered to this email address.
    - Smartphones may be configured to accept Daemen email if desired.
  + Google Suite - all students are provided access through their Daemen email account.

NOTE: Specific curricula for courses may require additional software purchases. Any additional software requirements will be provided in the syllabi for your courses.

**Please note: NUR305 Health Assessment requires updated computer operating systems, please click here for the requirements:** <https://shadow.desk.com/customer/en/portal/articles/963290-dce-minimum-system-specifications>It is recommended that students purchase and use additional storage for backing up assignment and projects (e.g., thumb drive with sufficient storage space).

**S.M.A.R.T. SQUAD STUDENT HELP DESK**

The Daemen College S.M.A.R.T. Squad Help Desk located in the Research & Information Commons 105 is here to help all *students* with technology. This free service is available to help students with any technical issues they may encounter while pursuing academic achievement at the College. For availability contact: (716) 566-7865 or email: smart.squad@daemen.edu

**Regular Hours of Operation during fall and spring semesters**

Sunday: 10am – 10pm

Monday - Friday: 8am – 10pm

Saturday: 9am – 6pm

Students requiring assistive technology for their personal computers must acquire this at their own expense. Daemen College does not provide assistive technology for personally owned computers.

Common assignment submissions must use the following formats: .doc, .docx, .pdf, .rtf, .xls, .xlsx, .ppt., and .pptx. Faculty members may have specific guidelines identifying acceptable formats and will publish those in class along with support for students.

While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are *not guaranteed to work in all areas* of the online course or Learning Management System. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

**EVALUATION:** The student is evaluated on the basis of the following:

|  |  |  |
| --- | --- | --- |
| Evaluation | Points/Percentage of Final Course Grade | Course Outcomes Met |
| Reflection Journals | 15% | IV, V |
| Websites & Peer-reviewed Journals | 10% | III |
| Discussion Questions (DQs) | 30% | I, IV |
| Case Study | 15% | IV |
| Research paper | 30% | II |
| Total | 100% |  |

**SUBMISSION OF ASSIGNMENTS:**

All course requirements are expected to be submitted to the Learning Management System (Blackboard) on the due dates outlined by the instructor at the beginning of the semester. **\*If advance arrangements have not been negotiated with course faculty, a student who submits a course assignment late will receive a loss in points on the assignment as determined by the instructor.**

**PARTICIPATION:**

Students are expected to participate in all on-line learning assignments. Students are also expected to be prepared for and to participate in on-line discussions. Participation is part of the course grade. Lack of participation in web discussions will result in a 1 point loss from the participation grade for each weekly occurrence. Course specific information can be found in the appendices.

**SOCIAL LOAFING:** (included only for classes that include group work)

We have high expectations for performance on all group work. When an assignment calls for group work, you will be expected to participate actively. Social loafing is a concept where people tend to exert less effort in a group than other members of the team while taking credit for the work of the group. The consequences of social loafing include resentment and feelings of inequality in the workloads and therefore unearned grades by some of the team members. Social loafing will not be tolerated and will result in a loss of points for the corresponding assignment. If you are assigned a group project, and you perceive that a group member is not participating to his/her full capacity or in an equal workload to the group, you should follow these steps:

1. Confer with your other team members to confirm that your perception is accurate.
2. Promptly articulate the concern to the group member who is not contributing in writing with adequate notice, copying the other team members and the instructor(s).
3. If the problem does not correct, escalate the issue directly to the instructor(s), copying all team members, including the person who has not contributed, asking the instructor(s) to intervene directly.
4. If you receive an email from a team member indicating that they think you are not contributing, and you disagree, you should respond to the entire team, copying the instructor(s), with a simple, clear articulation of what you contributed, and when, to the assignment. Providing supporting evidence of the contribution, such as emails, or access to online documents, is helpful.
5. The instructor(s) reserve the right to assign points on any group assignment differently to each team member or to retroactively downgrade any specific team member's grade on an assignment, if credible evidence of non­participation emerges.

**NETIQUETTE:**

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

* Do not dominate any discussion.
* Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
* Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
* Never make fun of someone’s ability to read or write.
* Share tips with other students.
* Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
* Think and edit before you push the “Send” button.
* Do not hesitate to ask for feedback.
* Using humor is acceptable

**ACADEMIC HONESTY:**

Academic honesty and integrity is a fundamental ethic of the College community and of the nursing profession. Within the classroom and clinical setting academic honesty is essential to evaluating student learning and in the presence of dishonesty learning cannot be evaluated. The Department of Nursing’s Academic Honesty Policy follows the College policy and is reinforced using the American Psychological Association (APA), 2010 guidelines. The College policy, which can be found on the Web in the Daemen College Undergraduate Catalog and the Graduate Bulletin states:

*Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen College takes the position that academic honesty is to be upheld with the highest degree of integrity. The College has a responsibility to support individual thought and the generation of new ideas. This cannot be done when violations of academic honesty go unchallenged.*

*Examples of academic dishonesty include, but are not limited to:*

*1. Use of any unauthorized assistance in taking quizzes, tests, or examinations;*

*2. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or*

*3.  The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.*

*4.  Any form of plagiarism, which includes, but is not limited to:*

* *The use, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; or*
* *The unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials.*

*In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the College. The student may appeal the instructor’s determination in accordance with the Grade Appeal Procedure.*

It is the responsibility of the student to properly “give credit where credit is due” (APA, 2010, p. 15) to both the ideas and words of others. It is expected that all work will be cited using the Publication Manual of the American Psychological Association 6th Ed. (APA, 2010). If the student has any question regarding what types of materials need to be cited, they should discuss this with their instructor. Resources that are not adequately acknowledged, whether intended or not intended, is a violation of the Department’s and the College’s policy on Academic Honesty.

**Definitions**

**Quotation**: the repetition of a passage or phase of more than 3 consecutive words from a book, journal, Web-site, speech, or other resource. If so, you need the source.

**Paraphrase**: the restatement of a passage, phase, or idea from a book, journal, Web-site, speech, or other resource

References

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Daemen College. (2007). *Academic regulations and standards.* Retrieved from <http://www.daemen.edu/academics/catalog/academic_regulations_standards.phppg> and <http://www.daemen.edu/academics/graduate_bulletin/academic_regulations_standards.php>

**ACCOMMODATION OF STUDENTS WITH DISABILITIES:**

Daemen College does not discriminate against qualified disabled persons in programs, activities, or services offered. The College is committed to compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act. The College campus and buildings provide access for physically disabled students. All students must be able to communicate in a manner which will allow instructors to evaluate their course performance. Students or applicants with disabilities who have any questions concerning the College’s nondiscrimination policy or who request consideration of accommodations with respect to admission or course participation should consult the College’s policy on Accommodations of Students with Disabilities. Any student who has a documented disability is invited to meet with Jennifer Runco, Associate Director of Disability Services 839-8228 to discuss ways to arrange your accommodations in order to complete the requirements and expectations of this course. Faculty also request notification of student’s disability accommodations to the course instructor.

**ACADEMIC SUPPORT AT THE LEARNING CENTER:**

Meeting with your instructor is the first step in academic support. Additional support is available through free academic coaching (tutoring) services at the Learning Center, located in the Student Success Center on the first floor of the RIC. Coaching services begin the third week of the semester. Academic Coaches are available for many courses, writing, and study skills.  Although they will not proofread/edit your papers, the writing coaches will assist you throughout the whole writing process from understanding assignments, brainstorming ideas, organizing and clarifying your writing with an emphasis on developing self-editing skills.

There are a small number of Professional Writing Coaches, ESL*(English as a Second Language)* Writing Coaches, and Nursing Coaches with limited availability. These coaches have advanced degrees in these areas and are matched with students by referral only. Contact Ms. Ziemianski [jziemian@daemen.edu](mailto:jziemian@daemen.edu) 839-8586 for details.

Sessions are arranged by emailing the coach to provide all times s/he is available. The coach will reply to arrange a time. To find coach information, go to the Learning Center website, and click on *find a coach*to see the coaches listed for each course. [daemen.edu/coach](http://daemen.edu/coach) Coaching sessions can occur in the RIC whenever the building is open.

* Please note that coaching is not a guaranteed service, but we will do the best we can to meet your needs.
* To make the most of your session:

·         Meet with a coach EARLY in the semester. Do not procrastinate on this!

·         Study on your own, then meet with a coach who will work with you to

build on what you know. The goal of coaching is to make you an independent student by assisting you in the learning process. The more you prepare, the more you will benefit from meeting with a coach.

·         Be prepared with your textbooks, notes, and specific questions.

·         Coaches are not teachers. They will not “lecture: or “re-teach.” They do not

replace a missed class. If you miss a class, make sure you get notes from a classmate, then meet with your professor during office hours.

·         Cancel appointments in a timely manner. If you must miss a session, cancel

your appointment 8 hours in advance. A session that is not canceled leaves the coach waiting for you and is a great inconvenience. This also prevents another student from meeting with the coach.

 For more information, please contact the Learning Center at 716-839-8228 [learningcenter@daemen.edu](mailto:learningcenter@daemen.edu)

**REFERENCE LIBRARIANS:**

*Reference librarians are available to assist you with your research. Make a brief appointment with one of their staff as soon as you receive the assignment in order to establish a timeline for your research. This will enable you to fully benefit from their help during later sessions, and to take advantage of all their services.* ***Important!****If you need special accommodations during your meeting with a librarian, submit a confidential form* [*http://tinyurl.com/librarianmeeting*](http://tinyurl.com/librarianmeeting)

**GRADING SCALE:**

The Grade Scale for all undergraduate nursing courses at Daemen College is as follows:

|  |
| --- |
| 100-94=A |
| 93-90=A- |
| 89-87=B+ |
| 86-84=B |
| 83-80=B- |
| 79-77=C+ |
| 76-74=C |
| 73-70=C- |
| 69-65=D |
| below 65=F |

UW=unauthorized withdrawal due to non-attendance

A student must receive a grade of "C" or above in all nursing courses.

Grades are entered into WebAdvisor as letter grades. Numerical grades will not be rounded when converted to the letter grade.

\***If advance arrangements have not been negotiated with course faculty, a**

**student who submits a course assignment late, will receive a grade penalty**

**(reduction of one full letter grade on assignment).**

**COURSE SCHEDULE:**

|  |  |  |
| --- | --- | --- |
|  |  | **The class week starts Tuesday and ends Monday at 7am ET**  ***(take note there may be slight deviations to account for Daemen College Holidays)***  **Discussion Question original posts are due Thursdays at 7am ET and response posts are due Monday 7am ET** |
| **Date** | **Topic** | **Readings** |
| Week 1 | **Introduction, Why Study Women and Health?** **Health Disparities; Gender vs. Sex vs. Sexuality; Defining “Health” and How did we get here?**   * **Introduction Discussion (9/10 at 7am ET)** * **Discussion Question # 1 (9/10 7am ET)**   **\*\*to give time for late enrollment\*\*** | This week focuses on providing a foundation in Women’s Health   * Review the syllabus * Watch: Johnson. Leaving Women’s' Health to Chance/TED TALK * Chapter 1 New Dimensions (Alexander et al., 2017) * Read the Forward, Prologue, and Ch1: From Outrage to Courage (Murray, 2008) * Watch how to interact within Discussion Forums <https://help.blackboard.com/Learn/Student/Interact/Discussions> |
| Week 2 | **Economics of Women's Health**   * **Discussion Question # 2 (original post 9/13 at 7 a ET and peer response 9/17 at 7am ET)** | This week focuses on understanding the impact poverty has on women’s health issues   * Read Chapter 2 New Dimensions (Alexander et al., 2017) * Watch: Who Cares: Unpaid care work, poverty and women's / girl's human rights   <https://youtu.be/VVW858gQHoE> |
| Week 3 | **Critical Issues of Girls’ Childhood:**  **Sex-Selective Abortion, Infanticide, Child Labor**   * **Journal Entry #1 (post by 9/20 at 7am ET)** | * Read Ch2 &3: From Outrage to Courage (Murray, 2008) * Watch: It’s a girl: <https://daemen.kanopy.com/video/its-girl> |
| Week 4 | **Sexual Health & Sexually Transmitted Infections (STIs); Female Genital Mutilation (FGM)**   * **Discussion Question # 3**   **(original post 9/27 by 7am ET, peer responses by 10/1 at 7am ET)** | * Read Chapters 4 & 7 New Dimensions (Alexander et al., 2017) * Watch: What is Female Genital Mutilation (FGM)   <http://www.endfgm.eu/female-genital-mutilation/what-is-fgm/>   * Visit the following website for information on FGM: <http://www.who.int/reproductivehealth/topics/fgm/en/> * Watch the Perfect Vagina: <https://www.dailymotion.com/video/x3b7cwx> |
| Week 5 | **Adolescence: Vulnerability, Fertility, Sex Trafficking, HIV/AIDS**   * **Journal Entry # 2**   **(post by 10/4 at 7am ET)** | * Read Ch4: From Outrage to Courage (Murray, 2008) * Watch: I am a girl. Girls around the world <https://daemen.kanopy.com/video/i-am-girl-2> * Global HIV & AIDS statistics — 2018 fact sheet: <http://www.unaids.org/en/resources/fact-sheet> * HIV in the US by Geography (25 June 2018): <https://www.cdc.gov/hiv/pdf/statistics/overview/cdc-hiv-geographic-distribution.pdf> * Read: PrEP Brochure: <https://www.cdc.gov/actagainstaids/pdf/campaigns/starttalking/stsh-prep-infographics-brochure.pdf> |
| Week 6 | **Womanhood: Reproductive Health**   * **Discussion Question # 4 (original post 10/12 at 7am ET, peer response 10/15 at 7am ET)** | * Read Chapter 5 New Dimensions (Alexander et al., 2017) * Current Contraceptive Use and Variation by Selected Characteristics Among Women Aged 15–44: United States, 2011–2013: <https://www.cdc.gov/nchs/data/nhsr/nhsr086.pdf> * Identify a women’s health issue to research for the end of course assignment |
| Week 7 | **Womanhood: Pregnancy & Childbirth**   * **Discussion Question # 5 (original post 10/18 at 7am ET, peer response 10/22 at 7am ET)**   **Case Study Assignment is due Week 8** | * Read Chapter 6 New Dimensions (Alexander et al., 2017) * Read Ch5: From Outrage to Courage (Murray, 2008) * Birthright: A War on Women’s Reproductive Health <https://daemen.kanopy.com/video/birthright-war-story-0> * Start working on Case Study Assignment |
| Week 8 | **Womanhood: Domestic Violence/Terrorism**   * **Journal Entry # 3 (10/29 at 7am ET)** * **Case Study Assignment is due this week,**   **10/30 at 7 am** | * Read Chapter 14 New Dimensions (Alexander et al., 2017) * Read Ch6: From Outrage to Courage (Murray, 2008) * Power and Control: Domestic Violence in America: <https://daemen.kanopy.com/video/power-and-control> |
| Week 9 | **Women in Conflict & Refugee Situations**   * **Discussion Question # 6 (original post 11/1 at 7am ET, peer response 11/5 at 7 am ET)** * **Website & Peer-reviewed Journal Article Assignment is due Week 10** | * Read Ch7: From Outrage to Courage (Murray, 2008) * Whistleblower: <https://daemen.kanopy.com/video/whistleblower> |
| Week 10 | **Modern Slavery: Women’s Work & Trafficking**   * **Discussion Question # 7**   **(original post 11/8 at 7am ET, peer response 11/12 at 7 am ET)**   * **Website & Peer-reviewed Journal Articles Assignment is due this week, 11/10 at 7 am** | * Read Ch8: From Outrage to Courage (Murray, 2008) * Watch: Not my Life: <https://daemen.kanopy.com/video/not-my-life> |
| Week 11 | **Mental Illness & Substance Abuse**   * **Discussion Question # 8** * **(original post 11/15 at 7am ET, peer response 11/19 at 7 am ET)** | * Read Chapters 12 &13 New Dimensions (Alexander et al., 2017) * Read Gender Disparities and Mental Health: <http://www.who.int/mental_health/prevention/genderwomen/en/> * Watch A New Understanding of Mental Illness (TED Talk) <https://www.ted.com/talks/thomas_insel_toward_a_new_understanding_of_mental_illness?language=en> |
| Week 12 | **Thanksgiving Break** | * Eat lots of food and go shopping |
| Week 13 | **Nutrition**   * **Discussion Question # 9**   **(original post 11/29 at 7am ET, peer response 12/3 at 7 am ET)** | * Read Chapter 9 New Dimensions (Alexander et al., 2017) * Watch: National Institute of Mental Health (NIH, 2014). Eating Disorders Essentials: Replacing Myths with Realities   <https://www.nimh.nih.gov/news/science-news/2014/9-eating-disorders-myths-busted.shtml> |
| Week 14 | **Aging: Growing older, Menopause, Widowhood, End-of-Life**   * **Discussion Question # 10** * **(original post 12/6 at 7am ET, peer response 12/10 at 7 am ET)** | * Read Chapter 8 New Dimensions (Alexander et al., 2017) * Read Ch9 & Ch 10: From Outrage to Courage (Murray, 2008) * Watch: Still Doing It: <https://daemen.kanopy.com/video/still-doing-it> |
| Week 15 | **Course Reflection**   * **Journal Entry # 4 (12/10 at 7am ET)** * **Women’s Health Issue Research Paper (12/10 at 7am ET)** | * Use this time to reflect on your beliefs and attitudes regarding women’s health issues from prior to taking this course until now. Final journal reflection entry. |

**Appendix A**

**Discussion Questions/Activity Guidelines**

You will be responding to discussion questions or completing course activities during this course. These questions or activities will be posted on Blackboard. Each week the discussions or activities are likely to be different. Please follow the specific requirements of each post discussion or activity.

**Initial Post:** Discussion question responses should be at least **150** words and reflect critical thinking. Please include appropriate **references** to the course resources (readings) and relate the course content to real-world applications from your nursing practice. Each initial response will include at least one reference to course resources. It is not enough to simply include the reference at the end of the posting; you also need to cite a specific thought or concept reflected in the resource in the text of your posting.

**Responses to others:** In addition to posting your own responses to the discussion/activity questions, sometimes you will be expected to reply ***substantively*** to other student’s responses to each discussion/activity question. Please note that quantity of replies does not equate with the quality of your reply. Both your postings and replies should demonstrate that you have reflected on the assigned readings and should add value to the collective learning experience. Do try to relate real-world experiences and nursing practice to your discussions. These discussions should strive for baccalaureate level discourse as described above.

Because you will be posting your replies to the discussion questions within the body of the discussion forum and the forum does not fully support all aspects of APA formatting (especially hanging indents) you will not be expected to strictly follow APA formatting. Those components of the APA format that must be included are:

* Citations must include author last names and publication date that look like this (Smith & Wesson, 2013).
* References must include all components of an APA formatted reference (author name, date of publication, title of article/source, publisher or website information).

To receive the ***full 5 points,*** your initial posting will:

1. Address all components of the discussion prompt
2. Be at least 150 words and reflect critical thinking
3. Include at least one specific reference to course resources with appropriate in text citation as well as list the complete reference that includes all components of an APA formatted reference (author name, date of publication, title of article/source, publisher or website information).
4. Be posted on time.
5. Maintain academic standards of avoiding plagiarism, scholarly writing style and the use of proper grammar, punctuation, and spelling.
6. Include substantive responses to others where required.

**Any late posts will only receive partial credit.**

**Discussion Question Grading Rubric** (with peer response)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Benchmark 0.2 Points** | **Milestone 0.5 Points** | **Capstone-1 Point** |
| **Quality of Comment** | Initial comment addresses little of the discussion prompt | Initial comment addresses some of the discussion prompt OR One or more of the comments demonstrates redundancy and repetition of existing contributions | Initial comment addresses all parts of the discussion prompt. Comments fulfill the criteria as specified in the instructions, AND All comments demonstrate interpretation, insight or understanding of the related prompts, addressing all parts of the discussion prompt. |
| **Timely** | Initial response posted after current week. | Initial response posted by end of current week | Initial response posted by due date. |
| **Supported with Course Resources** | Initial response not supported by course resource | Initial response supported by concept discussed without citing source | Initial response supported by at least 1 course resource within the comment, reference is present. |
| **Syntax and Grammar** | Uses language that sometimes impedes meaning because of errors in usage. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, is virtually error-free in the use of proper grammar, punctuation, spelling, and avoids plagiarism. |
| **Peer Response** | Posts initial comment only | Posts initial comment plus partially substantive peer response | Posts initial comment plus substantive peer responses |
| **Total Points** |  |  | **5 Points** |

**Appendix B**

**Journal Reflection Activity**

**OBJECTIVES:**

The student will:

1. Use critical reflection skills to address a pre-determined prompt.
2. Use written communication to convey inner reflection in a logical, effective manner.

**Purpose**

Your Reflective Journal will enable you to collect your thoughts and feelings about course content and issues raised during discussions or through readings.  Taking the time to synthesize course content in your own words will help you transform knowledge into knowing.  It will also enable you to develop your critical thinking skills and self-expression.

**Guidelines**

Unlike your responses to Discussion Board Questions, no one besides the instructor will read your responses.  There are no correct or incorrect responses; they are your personal reflections as you make connections to, synthesize and think critically about ideas and information in the text.  You are welcome to add as many extra thoughts, ideas, or even pictures as you wish.

Each journal entry should be the equivalent of one or two pages.  However, if a particular topic or question is especially relevant to you, your entry can be longer.

Effort and care that is put into your Reflective Journal will contribute to your overall score.  See Assessment Rubric for Reflective Journal.

**Prompt**

For each entry, there will be prompting to facilitate your reflective journey for that week.

**Reflective Journal Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Benchmark** | **Milestone** | **Capstone** |
| **Content**  **Reflection** | **0-1** | **2-3** | **4-5 points** |
| Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments Minimal connections made through explanations, inferences, and/or examples. | Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples. | Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples. |
| **Personal Growth** | **0-1** | **2-3** | **4-5 points** |
| Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience. | Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience. | Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications. |
| **Writing Quality** | **0-1** | **2-3 points** | **4-5 points** |
| Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. | Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling. | Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors. |
| **Total 15 points** | | | |

**Appendix C**

**Case Study: Human Rights and Women’s Health**

**OBJECTIVES:**

The student will:

1. Identify pertinent knowledge learned from readings that relate to case study
2. Critically analyze real-world scenario to determine best approach to address issue
3. Use credible sources to support approach to address issue

**Purpose**

The purpose of this assignment is to allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.

**Process:**

The case study teaching method requires the ability to discern between pertinent and not applicable information to address the issues or questions within the scenario. The concepts needed to problem solve the scenario is cumulative content learned from Module 1. Depending on the foundational knowledge of women’s health, further readings or research is required to analyze the situation appropriately. After identifying the critical issues, use the course researches as well as the Daemen library and professional websites to assist in the analysis process. Thoroughly address each question/prompt. Provide in-text citations from credible sources to support the rationales. Last, include references used within the body of the case study. (APA or MLA is acceptable).

**Case Study-Human Rights and Women’s Health Rubric—50 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Case Study-Human Rights and Women’s Health** | | | |
| **Criterion** | **Benchmark** | **Milestone** | **Capstone** |
| Identification of Main  Issues/Problems  (10) | Identifies and demonstrates acceptable understanding of some of the issues in the case study.  (3 points) | Identifies and demonstrates  An accomplished  Understanding of most of the issues/problems.  (8 points) | Identifies and demonstrates a sophisticated understanding  of the main issues/problems in the case study.  (10 points) |
| Analysis and Evaluation of  Issues/Problems  (35)  Use either APA or MLA for in-text citations | Presents a superficial or incomplete analysis of identified issues/problems.  Does not provide in-text citation to support claims. (10 points). | Presents an analysis of all identified issues/problems. Provide sources but not from a credible site (s)  (30 points) | Presents and insightful and thorough analysis of all identified issues/problems. Support analysis with resources (in-text citations using APA or MLA formatting)  (35 points) |
| Writing Mechanics and Formatting Guidelines; Include references (APA or MLA)  (5) | Writing is unfocused, rambling, or contains serious errors; poorly organized.  (1 point) | Occasional grammar or spelling errors, but still a clear presentation of ideas.  (3 points) | Demonstrates clarity,  Conciseness and correctness; formatting is appropriate and  writing is free of grammar and spelling errors.  (5 points) |
| Total 50 points | | | |

**Appendix D**

**Credible Website and Peer-Reviewed Journal Search Assignment**

**OBJECTIVES:**

The student will:

1. Use informatic skills to locate online websites and databases
2. Identify one credible website for approved women’s health topic
3. Identify one peer reviewed article for approved women’s health topic
4. Critically evaluate appropriateness of identified resources

**Purpose**

The purpose of this assignment is to locate credible resources on an approved women’s health topic. The goal is to be able to differentiate research from other types of publications. In addition to critically evaluate a website to determine its credibility.

**Guidelines**

 Identify one peer reviewed journal article and one credible website. You will need to describe what the literature currently states a women’s health issue. Conduct a literature search of the evidence related to your topic of interest (hint-- when doing your literature search, check box above your search term-"Suggest subject terms" to identify alternative terminology and be sure you are looking for peer reviewed research).

From the literature search, include the following in your assignment:

1. List the databases utilized for your search.

2. Identify the search terms utilized and how many results did you obtain?

3. What boolean modifiers did you utilize in your search? How did this effect your search results?

From the website search, include the following in your assignment:

1.Provide the website you identified relevant to your topic. Then, discuss the criteria used to determine that it was credible. In other words, what made this site credible compared to others that you found.

Link resources to topic:

1.Briefly explain how the website and journal article links to the topic.

Title, Body of Paper, & Reference page:

Provide a reference page that includes the website and journal using either APA or MLA formatting guidelines. Use Times New Roman 12 font. Include a title page, 1-2 pages of content and Reference page.

**Difference between a search engine and a database:** Google and Yahoo! are examples of search engines, and MEDLINE is a database. A search engine is a collection of software programs that collect information from the Web, index it, and put it in a database so it can be searched. The purpose of a search engine is to retrieve the information in a format that is accessible visually on screen at an on-site library or in downloadable, readable written format. A database is an extensive assembly of related information arranged for convenient access and retrieval. Like a library, a database is a storage location where information is stored, catalogued, maintained, and uploaded systematically.

**Credible Websites and Peer-Reviewed Journal Search Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Credible Website and Peer-Reviewed Journal Search Rubric** | | | |
| **Criterion** | **Benchmark** | **Milestone** | **Capstone** |
| Internet Search of Credible Website | Website provided does not meet criteria for being credible or provided a search engine instead (1 point). | Website provided meets criteria for being credible (3 points). | Website provided is a well-respected, professional credible site (5 points) |
| Daemen Library Online Database Search | Exhibits limited skills in navigating Daemen’s Library online databases: unable to List the databases utilized for your search. Identify the search terms utilized and how many results did you obtain? What Boolean modifiers did you utilize in your search? How did this effect your search results? Requiring remediation (1 point). | Performs basic database search overall but needs to improve in one or more skills areas:  List the databases utilized for your search: Identify the search terms utilized and how many results did you obtain? What boolean modifiers did you utilize in your search? How did this effect your search results? (3 points) | Demonstrates competency in basic data base skills (explores Daemen library online databases, conducts a detailed search for information to provide List the databases utilized for your search: Identify the search terms utilized and how many results did you obtain? What Boolean modifiers did you utilize in your search? How did this effect your search results? (5 points) |
| Journal Article is Peer-Reviewed | Provided an article but was not peer reviewed (1 point) | Provided an article that was peer reviewed  (3 points) | Provided a highly credible peer reviewed article (5 points) |
| Link sources to topic (5) | The website and/or journal article does not clearly link to topic  (1 point) | The website and/or journal article weakly links to topic  (3 points) | The website and journal article strongly link to topic  (5 points) |
| APA or MLA Guidelines  (includes title page, content, & reference page) | Missing many elements of APA or MLA guidelines (1 point) | Some errors using APA or MLA guidelines  (3 points) | Minimal errors using APA or MLA guidelines  (5 points) |
| Total 25 points | | | |

**Appendix E**

**Women’s Health Issue Research Paper**

**OBJECTIVES:**

The student will:

1. Identify credible websites and peer-reviewed articles on approved women’s health topic.
2. Demonstrate the ability to critically read and analyze content from professional websites and peer-reviewed journal articles.
3. Present evidence from professional resources that address identified women’s health topic.
4. Cite sources to support thoughts using APA or MLA formatting guidelines.

**Purpose:**

The purpose of this assignment is to demonstrate the ability to research, analyze, integrate credible information about a current women’s health issue.

**Paper Guidelines:**

After identifying an approved women’s health topic. Complete a literature search via journals and professional websites for a total of at least five sources. Three of the sources must come from peer-reviewed journals. The remaining two sources are credible websites (.gov, .edu., org). Review feedback received from Website and Journal search assignment. Develop a research paper on a topic concerning a women’s health issue (e.g., female genital mutilation, ovarian cancer, sex-trafficking, etc.). The paper needs to be five pages written in MLA or APA Format. (be sure to include a title page, introduction, summary and conclusion and references that are no longer than 5 years old in the paper), in a paper no longer than 6 typed pages (excluding the title page and references) using Times New Roman 12 point font and double spacing throughout address the criteria below:

**Criteria:**

1) Describe the topic (define, briefly explain issue, prevalence in US versus abroad, and why it is important to address)

2) Summary of the findings from the journal articles and websites. Authors may not always agree on a topic. Be sure to include different perspectives in a non-biased manner.

3) Analysis of the findings: Based on your research, how could this impact society from a system’s perspective (woman/child, parents, family, community, state/territory, globally? How does this impact disease morbidity and/or mortality of the nation and globally?

4) Summary of topic

5) Conclusion

6) References

**APA/MLA Guidance: INTRODUCTIONS, SUMMARIES AND CONCLUSIONS**

To better organize your thoughts and your written paper include an introduction before the main text. When you have finished reviewing the pertinent literature and applying these ideas to nursing and your personal life or practice, summarize the main points in a brief paragraph. Then write a concluding paragraph to the paper following the guidelines attached. In other words, (I can’t recall exactly whose words!) “Tell ‘em what you are going to tell them. Tell them. Then tell them what you told them.” By the way, make it sound non-repetitious!

**INTRODUCTORY PARAGRAPH**

Introductions are important. Start with a statement of the problem such as “Organs for donation are in short supply” or “A recent development in staffing that is of concern to the nursing profession is the use of registered care assistants.” Then briefly summarize what you intend to address in your paper, e.g. “This paper will examine some of the reasons for the short supply of organs for transplant, some suggestions for ways to increase the supply. The steps in organ procurement and the role of the nurse in the organ procurement process will be described.” The organization of the body of the paper should be reflected in this paragraph. Review advice given in APA or MLA Manual on writing an abstract. Although the introductory paragraph for a paper/report differs from an abstract in some respects, the ideas for condensing a larger body of writing are useful.

**SUMMARY AND CONCLUSIONS**

A Summary and the Conclusions are not synonymous, so set them apart as separate

sections designated with a heading that is in accordance with other headings used in your paper.

**Summary**

1. A summary constitutes a brief review of the main points addressed in your

paper/report/literature review.

2. Your summary should reflect the same major points which, in your introduction,

indicated you would be discussing.

3. New information should not be introduced, and quoted sources generally should

be avoided.

4. Avoid the personal voice.

**Conclusions**

1. Use the personal voice. This is one of the few places in scientific (as opposed to

anecdotal professional) writing where the personal voice is used. In fact, you are expected to state your own ideas, beliefs, and/or recommendations and to do

so, without having to qualify them with support from the literature. (One other

place where the personal voice is used.

2. New information and quoted sources generally should be avoided.

3. The thought process for this section begins with the idea expressed in a statement such as: “Based on the findings from my investigation (or review of the literature), conclude (or think or believe or recommend) that…” Such a

statement can be used to introduce your conclusions if you can’t construct one

that is equally useful but more original.

**Women’s Health Issue Research Paper Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Benchmark** | **Milestone** | **Capstone** |
| **Quality Research** | **3** | **10** | **20 points** |
| Failed to cite at least 3 sources; Source reliability questionable. Evidence is not relevant to topic. Little to no Information provided to support some elements of topic. | Cited 4 sources  Sources are reliable Almost all information was relevant to topic. Most evidence was sufficient and provided to support all elements of topic within paper. | Cited 5 (at least 3 from professional peer-reviewed journals) or more sources  Sources reliable. All information relevant to topic. All sufficient evidence provided to support all elements of topic within paper. |
| **Content Application** | **3** | **15** | **25 points** |
| Limited or no connections made between evidence and topic; lack of analysis. | Some connections made between evidence and topic.  some analysis. | Exceptionally critical, relevant and consistent connections made between evidence and topic; excellent analysis |
| **Writing Quality**  **(Introduction, body of paper, conclusion, References) Uses APA or MLA** | **1** | **3 points** | **5 points** |
| Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. Missing essential components of paper (introduction, body, conclusion, in-text citations, references) | Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.  Most essential components of paper (introduction, body, conclusion, in-text citations, references) present | Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.  All essential components of paper (introduction, body, conclusion, in-text citations, references) |
| **Total 50 points** | | | |