# Course Description

Selected health problems and related issues pertaining to women and children will be critically analyzed in relation to the impact on the individual, his/her family, and the community. Cultural, spiritual, ethical and moral aspects will be discussed as they influence nursing care. The role of the nursing and community resources available to this population are explored.

# University Learning Outcomes (ULO)

For full descriptions of the University Learning Outcomes, please refer to the catalog.

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Outcomes (CLO)

* **CLO1:** Identify factors that directly or indirectly impact the health of women and children.
* **CLO2:** Determine the influences of the community on the health status of the populations.
* **CLO3:** Assess influences of legal decisions on options for health care.
* **CLO4:** Apply the analysis process to the study of selected health problems of women and children.
* **CLO5:** Examine the impact of the health problem across the life span.
* **CLO6:** Contribute to the health of women and children through health promotion measures.
* **CLO7:** Use the appropriate nursing role(s) in caring for women and children.
* **CLO8:** Identify community agencies/groups that assist women and children with specific problems.
* **CLO9:** Use the nursing process to plan direct/indirect nursing care to support and enhance the care of women and children.

# Required Course Materials

The American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

*Note*. There are no new required texts for this course. Many texts can serve as resources for the topics that are addressed in this course.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1.5 | <insert due date> |
| Legislative Paper | 8 | <insert due date> |
| Legislative Paper Summary | 2 | <insert due date> |
| Identifying a Dilemma | 2 | <insert due date> |
| **Week 2** | |  |  |
|  | Participation | 1.5 | <insert due date> |
|  | Literature Sources | 3 | <insert due date> |
| **Week 3** | |  |  |
|  | Participation | 4 | <insert due date> |
|  | Dilemma Presentation (delivered in Weeks 3, 4, or 5) | 25 | <insert due date> |
| **Week 4** | |  |  |
|  | Participation | 4 | <insert due date> |
|  | Interview Paper | 10 | <insert due date> |
| **Week 5** | |  |  |
|  | Participation | 4 | <insert due date> |
| Book or Movie Review | 10 | <insert due date> |
| Issue Paper | 25 | <insert due date> |
|  | **Total Points** | **100** |  |

*Note*: Your participation grade consists of your interaction with other students, your discussions in the *Half the Sky* discussion boards, and your responses to the dilemma presentations posted by your classmates in Weeks 3–5.

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| 1 | <insert start date> | <insert end date> |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Introduction to Women and Children | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the status of the health of women and children. | | CLO1, CLO4 | |
| * 1. Identify factors influencing women’s and children’s health. | | CLO1, CLO2, CLO4, CLO5 | |
| * 1. Compare the health of women and children in the United States and internationally. | | CLO1, CLO2, CLO3, CLO4, CLO7 | |
| * 1. Discuss legislative influences on the health of women and children. | | CLO1, CLO2, CLO3 | |
| * 1. Analyze the health problems and issues of women and children. | | CLO1, CLO2, CLO4, CLO6, CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Syllabus Review**  **Read** the NUR415 Syllabus.  **Pose** questions in the Week One General Q&A discussion board on Blackboard about any elements of the syllabus that require clarification. | |  | Students pose any questions and read faculty member’s responses: **0.25 hours** |
| **SafeAssign**  During this course, your research-based papers will be submitted through SafeAssign. SafeAssign generates an originality report that compares your submission to existing sources. You and your instructor will both be able to view the reports created by SafeAssign.  For additional support in submitting SafeAssign assignments and viewing originality reports, read this support page from Blackboard: <https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/060_Tests_and_Assignments/About_SafeAssign> | |  |  |
| **Icebreaker Activity**  **Share** some initial thoughts for this class in the Icebreaker Activity discussion board as a way to get to know your classmates. Answer the following questions in a few sentences:   * What do you hope to learn in this class? * What is your personal perspective on the state of women and children in the United States and internationally?   Feel free to respond to your classmates’ posts. | |  | Students will share their thoughts and read other students’ posts: **0.5 hours** |
| **Interactive Lecture**  **View** the following interactive lectures:   * [Women’s Health: National and Global Perspectives Part I](http://media.gmercyu.edu/nur415/womens_health_part_1/presentation_html5.html) (transcript available) * [Women’s Health: National and Global Perspectives Part II](http://media.gmercyu.edu/nur415/womens_health_part_2/presentation_html5.html) (transcript available)   **Post** questions and comments about the content of the lectures in the Week One General Q&A discussion board. | | 1.1, 1.2, 1.3, 1.5 | Review lecture and post response = **1 hour** |
| **Reading**  **Read** the following article:  Kristof, N., & Wudunn, S. (2014, September 12). The way to beat poverty. Retrieved from <http://www.nytimes.com/2014/09/14/opinion/sunday/nicholas-kristof-the-way-to-beat-poverty.html?_r=1> | | 1.1, 1.3, 1.5 |  |
| **Video**  **View** “Maternal Mortality in Somaliland” (9:45) at <http://video.pbs.org/video/2283610438/> inspired by the documentary *Half the Sky*. | | 1.1, 1.2, 1.3, 1.5 |  |
| **Total** |  |  | **1.75** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the "APA Citation Presentation" at <https://www.gmercyu.edu/sites/default/files/Basic%20APA%20Citation.pptx> for a refresher on APA, if needed. | |  |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| ***Half the Sky* Discussion: Maternal Mortality**  **Answer** the following question after viewing the "Maternal Mortality in Somaliland" video at <http://video.pbs.org/video/2283610438/>:  During the video, listen to the poignant statements made about the conditions of women in the developing world, such as that no country can get ahead when they leave half their population behind. Identify one of these statements that affected you most, and discuss points that support the statement.  *Note.* Initial answers to the discussion question must be substantive and at least 200 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 1.1, 1.2, 1.3, 1.5 | Students post their initial responses and respond to at least 3 other students: **1.5 hours** |
| **Legislative Paper**  **Identify** a legislative initiative that applies to women or children.  **Research** the legislation in the following areas:   * The history of the legislation: What events initiated the legislative movement? Who would benefit from the legislation? Who was in support of or against the legislation? * The main points of the legislation: What was the aim of the legislation? * Did the legislation in its stated form achieve its purpose? * What changes in the legislation would better achieve its primary goal?   **Write** a 700- to 1,050-word paper (2–3 pages) that discusses your research.  **Submit** your review to your faculty member through Blackboard. | | 1.4 | Reviewing faculty feedback: **0.5 hour** |
| **Legislative Paper Summary**  **Summarize** in 2–3 sentences the legislative initiative you selected, and explain if it is accomplishing its goal.  **Post** your summary in the Legislative Summary discussion board.  **Review** your classmates’ posts in order to build your knowledge base for legislation affecting women and children. Feel free to respond to your classmates’ posts. | | 1.4 | Posting/reviewing the legislative summaries: **0.5 hours** |
| **Identifying a Dilemma**  During this course, you will research and present a dilemma for women or children’s health.  As a first step, select a health care issue from the list below. Then, identify a specific dilemma related to the health care issue you selected. The dilemma should represent moral and ethical concerns related to the issue. In the presentation, you will need to take a personal stance on the dilemma and present information to support your point-of-view.  **Example 1:** If you select the health care issue ADHD in children, one dilemma would be whether to medicate children.  **Example 2:** If you select the health care issue of a child born with fetal alcohol syndrome, one dilemma would be whether the mother should be charged with neglect and abuse during the pregnancy.  **Review** the list of possible issues for which you will select a dilemma for your presentation.   * Children or adolescent issues * Adolescent pregnancy * Nutritional issues * Adolescent suicide * Attention deficit disorder * HPV * Emotional issues * Depression in women: postpartum depression * Emotional issues of children * Children and grief * Chronic illness in children * Munchausen by proxy * Violence issues * Addictions in women and children * Sexual assault * Domestic violence * Child abuse: shaken baby syndrome * Human trafficking * Female genital mutilation * Bullying * Reproductive issues in women * Infertility * Premenstrual syndrome * Menopause * Additional/Other/Non-categorical * Lupus * Fibromyalgia * Cancer in women and children * Genetic influences in women and children * Autism * SIDS (Sudden infant death syndrome) * Fetal alcohol syndrome   If there is a different topic you would like to choose that is not on the list, please discuss it with your faculty member.  **Fill** out the shared spreadsheet in Google Drive to select an issue and to select the week in which you will present to the online class.  *Note*. All students in the class must select a distinct issue for their presentations. The distribution of issues and the choice of presentation weeks is first come, first served. | | 1.2, 1.5 | Reviewing other student topic selections and date selections: **0.25 hours** |
| **Total** |  |  | **2.75** |

**Faculty Notes**

*Google Drive*

In Week 1, you will use Google Drive to share a spreadsheet with students for the Dilemma Presentation sign-up. Google Drive is available to anyone with a Google account. GMercyU faculty and students log in to Google Drive with their school email credentials. If you have never used Google Drive before, view the Drive and Docs: Basics tutorial <https://www.youtube.com/watch?v=ejp-MaWxgMA> for a general overview.

You are responsible for uploading the spreadsheet to Google Drive, setting permissions so students can edit the spreadsheet, and adding the link to the spreadsheet to Blackboard. You are provided with the signup spreadsheet template in your faculty materials. The template is built with presentation sign-up slots for 15 students. You will need to add or remove slots based on your class size so that presentations are distributed evenly among Weeks 3–5.

It is recommended that you upload the spreadsheet to Google Drive and add the spreadsheet link to the Identifying a Dilemmaactivity in Blackboard prior to Week 1 of the course so the materials are prepared ahead of time for students.

Monitor the spreadsheet throughout Week 1 to ensure that students are filling it out correctly.

To learn how to upload and share individual files, watch the Google Drive Tutorial <https://vimeo.com/82113892> or follow the steps below:

1. Download the Dilemma Presentation sign-up sheet from Blackboard.
2. Log in to Google drive at <http://drive.google.com> using your school Gmail account credentials.
3. Click on the **Settings** gear in the top right corner. 
4. In Upload Settings, check **Convert Uploaded files to Google Docs format**. This will allow users to edit shared documents collaboratively through Google Drive.
5. Click **Upload**  > **Files** and select the Dilemma Presentation sign-up sheet you downloaded from Blackboard.
6. Click on the spreadsheet to open it; then, click the **Share** button .
7. Click **Get shareable link**.
8. Change the sharing permissions to “Anyone with the link **can edit**.”
9. Click **Copy link**. The link is now on your clipboard.
10. Navigate to the Identifying a Dilemmaactivity in Week 1 on Blackboard. Edit the activity and paste in the link to the Google Drive file by using **Ctrl + V**. Save your changes and publish them to students.
11. Students who click the Google Drive spreadsheet link from Blackboard will be able to view and add their information to the file.

*Participation Approach*

Students have a participation requirement each week. Students earn their participation points through their on-topic interaction with students in the discussion boards, especially their participation in the *Half the Sky* discussions each week, and additionally in Week 3–5, students will participate by responding to the questions posed by students in their dilemma presentations. Because students are required to participate in both the *Half the Sky* discussions as well as posting replies to their classmates’ presentations, the points allotted to participation in Weeks 3–5 are higher than in Weeks 1 & 2.

*Optional Movie Discussion*

If you have a smaller class or want to create another opportunity for discussion, consider using the documentary *Smile Pinki* (2008) directed by Megan Mylan as the basis for an additional discussion. This 40-minute documentary tracks the life of a girl in rural India who receives cleft lip surgery.

*SafeAssign and Synchronizing Your Course*

The SafeAssign tool, a plagiarism check build into Blackboard, is used for the two research-based papers in this class: the Week 1 Legislative Paper and the Week 5 Issue Paper.

As a first step with SafeAssign, you will need to synchronize your course with the central SafeAssign database before students can submit their first SafeAssign paper. Follow these steps to synchronize your course.

1. Under Control Panel, click **Course Tools**.
2. Click **SafeAssign**.
3. Click **SafeAssignments**.
4. Click **Synchronize this course** in the top right corner.

If you are unfamiliar with SafeAssign, review the following resources to get acquainted with how to review the originality report and how to grade assignments which use SafeAssign.

* SafeAssign Originality Report: <https://help.blackboard.com/en-us/Learn/9.1_2014_04/Instructor/100_Assignments/025_Use_SafeAssign/010_SafeAssign_Originality_Reports>
* Grading SafeAssign assignments: <https://www.youtube.com/watch?v=QId2Xza_95k#t=124>

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| Week Two: Health Care of Women and Children | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the health problems or issues of women and children through the use of the analysis process. | | CLO1, CLO4, CLO5 | |
| * 1. Apply nursing literature and research findings to selected health problems. | | CLO1, CLO3 | |
| * 1. Determine available community resources for health problems or issues. | | CLO2, CLO8 | |
| * 1. Describe nursing’s influence on health problems or issues. | | CLO1, CLO6 | |
| * 1. Identify selected health promotion measures used in the health care of women and children. | | CLO6, CLO7, CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Interactive Lecture**  **View** the [Health Care of Children](http://media.gmercyu.edu/nur415/childrens_health/presentation.html) interactive lecture (transcript available).  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion board. | | 2.1, 2.2, 2.3, 2.4, 2.5 | Review lecture and post response = **1 hour** |
| **Videos**  **View** the following videos:   * "Women’s Economic Empowerment in Kenya" (10:41) at <http://video.pbs.org/video/2283614868/> inspired by the documentary *Half the Sky* * “Be the Change, Save a Life: Embrace Baby Warmer” (9:50) at <https://www.youtube.com/watch?v=vWaifO274UQ> | | 2.1, 2.4, 2.5 |  |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| ***Half the Sky* Discussion: Economic Empowerment**  **Answer** the following question after viewing the "Women’s Economic Empowerment in Kenya" video at <http://video.pbs.org/video/2283614868/>:  During the video, listen to the poignant statements made about the conditions of women in the developing world, such as that no country can get ahead when they leave half their population behind. Identify one of these statements that affected you most, and discuss points that support the statement.  *Note.* Initial answers to the discussion question must be substantive and at least 200 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 2.1, 2.4 | Students post their initial responses and respond to at least 3 other students = **1.5 hours** |
| **Literature Sources**  In preparation for your major presentation and paper, conduct research on your selected health issue and dilemma.  **Find** at least five relevant articles from professional journals with an emphasis on nursing research. Avoid popular sources such as *Parents* magazine and Wikipedia. The articles you select should be not be more than 5 years old.  **Create** an APA reference list of the articles.  **Submit** your reference list to your faculty member through Blackboard. | | 2.1, 2.2, 2.3, 2.4, 2.5 | Faculty Feedback = **0.5 hours** |
| **Total** |  |  | **2 hours** |

**Faculty Notes**

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| Week Three: Presentation of Dilemmas with Health Care of Women and Children | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the health problems or issues of women and children through the use of the analysis process. | | CLO1, CLO4, CLO5 | |
| * 1. Apply nursing literature and research findings to selected health problems. | | CLO1, CLO3 | |
| * 1. Determine available community resources for health problems or issues. | | CLO2, CLO8 | |
| * 1. Describe nursing’s influence on health problems or issues. | | CLO1. CLO6 | |
| * 1. Identify selected health promotion measures used in the health care of women and children. | | CLO6, CLO7, CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Video**  **View** " One Girl's Long Road to School and Safety in Sierra Leone " (10:30) at <http://video.pbs.org/video/2276633890/> inspired by the documentary *Half the Sky*. | | 3.1, 3.3, 3.5 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| ***Half the Sky* Discussion: Education**  **Answer** the following question after viewing the "One Girl's Long Road to School and Safety in Sierra Leone" video at <http://video.pbs.org/video/2276633890/>:  During the video, listen to the poignant statements made about the conditions of women in the developing world, such as that no country can get ahead when they leave half their population behind. Identify one of these statements that affected you most, and discuss points that support the statement.  *Note.* Initial answers to the discussion question must be substantive and at least 200 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 3.1, 3.3, 3.4, 3.5 | Students post their initial responses and respond to at least 3 other students: **1.5 hours** |
| **Dilemma Presentation**  **Resources**: Presentation Rubric  In Week 1, you selected a problem or issue in women’s or children’s health. You will create a 20- to 30-minute narrated online presentation that addresses an existing or emerging dilemma within the problem or issue. The online presentation can be created using a range of presentation tools, including PowerPoint, Prezi, Adobe Connect, or similar software that allows you to create and share a presentation with narration. Grading will be done through the use of the rubric (available on Blackboard).  To prepare for the presentation, you should do the following:   * Review the literature on the problem or issue, including nursing research. * Determine an existing or emerging dilemma concerned with the problem or issue. * Determine your stand on this dilemma. * Discuss the dilemma you select with your faculty member by emailing them a brief outline.   For your online presentation, you should do the following:   * Discuss the existing or emerging dilemma with reference to literature sources. * Present information to persuade classmates on your point of view on this dilemma. * Include two to three prepared questions to generate class discussion.   **Submit** one copy of the presentation to your faculty member via Blackboard. Post another copy to the Dilemma Presentation discussion board for the week in which you are presenting to make it available to your classmates.  Presentations are due by **Thursday** at 11:59 p.m. (Eastern Time) in order to allow time for class discussions on the presentations during the rest of the week. | | All Week 3 objectives, 4.2, 5.2 | Discussing selected dilemma with faculty: **1 hour**  Reviewing faculty feedback on presentation: **0.5 hours** |
| **Week 3 Dilemma Presentation Discussion**  In the Week 3Dilemma Presentation discussion board, respond to each of the questions posed by your classmates in their presentations. When responding to others’ presentations, select and share an article related to the dilemma presented by each student. Use the article to contribute additional ideas to the class discussion of this dilemma. Responding to your classmates’ presentations is part of your participation requirement this week.  If you are a presenting student this week, be sure to respond to the comments you receive from other students. | |  | Viewing each classmates’ presentation (approx. 5 per week): **2.5 hours**  Researching an article and posting a discussion reply to each presentation: (approx. 5 per week): **7.5 hours** |
| **Total** |  |  | **13 hours** |

**Faculty Notes**

*Presentation Posting Reminder*

At the beginning of Week 3, remind students who are assigned to present to the class to post their presentations to the Week 3Dilemma Presentation discussion board by Thursday, in addition to submitting their assignment to you for grading. If students do not post their presentations to the discussion board on time, it will delay students in participating in the presentation discussions before the end of the week.

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| Week Four: Interviews With Women and Children on Health Problems and Issues | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the health problems or issues of women and children through the use of the analysis process. | | CLO1, CLO4, CLO5 | |
| * 1. Apply nursing literature and research findings to selected health problems. | | CLO1, CLO3 | |
| * 1. Determine available community resources for health problems or issues. | | CLO2, CLO8 | |
| * 1. Describe nursing’s influence on health problems or issues. | | CLO1, CLO6 | |
| * 1. Identify selected health promotion measures used in the health care of women and children. | | CLO6, CLO7, CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Videos**  **View** the following videos inspired by the documentary *Half the Sky*:   * " Rape is Civil War's Legacy in Sierra Leone" (10:11) at <http://video.pbs.org/video/2258504182/> * "America Ferrera's Diary Cam Insights on India" (5:01) at <http://video.pbs.org/video/2276636165/> | | 4.1, 4.3, 4.4, 4.5 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| ***Half the Sky* Discussion: Forced Prostitution**  **Answer** the following question after viewing " Rape is Civil War's Legacy in Sierra Leone" at <http://video.pbs.org/video/2258504182/> and "America Ferrera's Diary Cam Insights on India" at <http://video.pbs.org/video/2276636165/>:  During the video, listen to the poignant statements made about the conditions of women in the developing world, such as that no country can get ahead when they leave half their population behind. Identify one of these statements that affected you most and discuss points that support the statement.  *Note.* Initial answers to the discussion question must be substantive and at least 200 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 4.1, 4.3, 4.4, 4.5 | Students post their initial responses and respond to at least 3 other students: **1.5 hours** |
| **Week 4 Dilemma Presentation Discussion**  In the Week 4Dilemma Presentation discussion board, respond to each of the questions posed by your classmates in their presentations. When responding to others’ presentations, select and share an article related to the dilemma presented by each student. Use the article to contribute additional ideas to the class discussion of this dilemma. Responding to your classmates’ presentations is part of your participation requirement this week.  If you are a presenting student this week, be sure to respond to the comments you receive from other students. | |  | Viewing each classmates’ presentation (approx. 5 per week): **2.5 hours**  Researching an article and posting a discussion reply to each presentation: (approx. 5 per week): **7.5 hours** |
| **Interview Paper**  For this assignment, you will interview one or more individuals to identify the effect of a health problem or issue, and then discuss it in a 350- to 700-word paper (1–2 pages). You have flexibility who to interview and which health issue or problem to investigate for this assignment, as long as you follow the guidelines in the interview and paper option you select.  **Choose** one of the following:   * **Option 1:** Conduct an interview to compare the effect of the health problem or issue on women or children of different age groups. Determine the differences and similarities of the effect of the health problem or issue. * **Option 2:** Interview a mother, father, or guardian, and discuss the effects of the health problem or issue of a child on the family and its members. Determine the effects, and discuss how roles, family structure, relationships, and economics are affected as identified in the analysis process. * **Option 3:** Conduct an interview to identify the effect of the health problem or issue on the woman or child and family and the effect of the health care system on the problem or issue. Address growth and development, health or illness patterns, nursing interventions, community resources, and the cost of health care as identified in the analysis process.   **Submit** your paper to your faculty member through Blackboard. | | 4.1, 4.3, 4.4, 4.5 | Faculty feedback = **0.5 hours** |
| **Total** |  |  | **12 hours** |

**Faculty Notes**

*Presentation Posting Reminder*

At the beginning of Week 4, remind students who are assigned to present to the class to post their presentations to the Week 4Dilemma Presentation discussion board by Thursday in addition to submitting their assignment to you for grading. If students do not post their presentations to the discussion board on time, it will delay students in participating in the presentation discussions before the end of the week.

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| Week Five: Literature and Media Portrayal of Women and Children | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the health problems or issues of women and children through the use of the analysis process. | | CLO1, CLO4, CLO5 | |
| * 1. Apply nursing literature and research findings to selected health problems. | | CLO1, CLO3 | |
| * 1. Determine available community resources for health problems or issues. | | CLO2, CLO8 | |
| * 1. Describe nursing’s influence on health problems or issues. | | CLO1, CLO6 | |
| * 1. Identify selected health promotion measures used in the health care of women and children. | | CLO6, CLO7, CLO9 | |
| * 1. Describe the media’s presentation of issues of women and children. | | CLO1, CLO2, CLO5, CLO8, CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Video**  **View** "Gender-based Violence in Sierra Leone" (9:45) at <http://video.pbs.org/video/2283611608/> inspired by the documentary *Half the Sky*. | | 5.1, 5.3, 5.4, 5.5 |  |
| **Movie or Book Selection**  This week, you will read a book or watch a movie that addresses a health problem or issue of women, children, or adolescents in order to complete your Book or Movie Review assignment.  At the beginning of Week 5 or earlier, select the book or movie so you have time to prepare for your assignment. The following examples are provided, but you can select a book or movie that interests you.  Book examples include the following:   * *Ya Ya Sisterhood* * *The Bluest Eye* * *Midwives* * *Black and Blue* * *Lovely Bones* * *Fault In Our Stars*   Movie examples include the following:   * *The Burning Bed* * *In the Bedroom* * *Mary and Martha* * *Taken* * Lifetime movies * *Half the Sky* | | 5.6 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Half the Sky Discussion: Gender-Based Violence**  **Answer** the following question after viewing the "Gender-based Violence in Sierra Leone" video at <http://video.pbs.org/video/2283611608/>:  During the video, listen to the poignant statements made about the conditions of women in the developing world, such as that no country can get ahead when they leave half their population behind. Identify one of these statements that affected you most and discuss points that support the statement.  *Note.* Initial answers to the discussion question must be substantive and at least 200 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 5.1, 5.3, 5.4, 5.5 | Students post their initial responses and respond to at least 3 other students: **1.5 hours** |
| **Week 5 Dilemma Presentation Discussion**  In the Week 5Dilemma Presentation discussion board, respond to each of the questions posed by your classmates in their presentations. When responding to others’ presentations, select and share an article related to the dilemma presented by each student. Use the article to contribute additional ideas to the class discussion of this dilemma. Responding to your classmates’ presentations is part of your participation requirement this week.  If you are a presenting student this week, be sure to respond to the comments you receive from other students. | |  | Viewing each classmates’ presentation (approx. 5 per week): **2.5 hours**  Researching an article and posting a discussion reply to each presentation: (approx. 5 per week): **7.5 hours** |
| **Book or Movie Review**  **Read or watch** a book or movie thataddresses a health problem or issue of women, children, or adolescents.  **Write** a 300-word review which in which you do the following:   * Identify the health problem or issue, and discuss how the published work gives insight into it. * Using the analysis process, determine the health problem or issue’s impact on a specific population as discussed in the book or movie.   Book examples include the following:   * *Ya Ya Sisterhood* * *The Bluest Eye* * *Midwives* * *Black and Blue* * *Lovely Bones* * *Fault In Our Stars*   Movie examples include the following:   * *The Burning Bed* * *In the Bedroom* * *Mary and Martha* * *Taken* * Lifetime movies * *Half the Sky*   **Submit** your review to your faculty member through Blackboard. | | 5.6 | Faculty feedback = **0.5 hours** |
| **Issue Paper**  **Resource:** Paper Rubric   1. **Identify** a current issue or problem that is influencing the health or health care of women or children. 2. **Review** current literature related to the problem. It is expected that references will reflect nursing research, including statistical analysis. 3. **Discuss** the following, based on your synthesis of this literature review:  * The scope of the issue or problem * Vulnerable groups within the population * Impact of the issue or problem on the individual, family, and community  1. **Determine** the impact nursing has had or could have on this issue or problem and present this in the paper.  |  |  | | --- | --- | | **Grading Percentage Allocation** | | | Parts I, II, & III | 40% | | Part IV | 50% | | APA and writing mechanics | 10% | | **Total** | 100% |   Your paper should be 2,800–4,200 words (8–12 pages) and follow APA format. Grading will be done through the use of the rubric (available on Blackboard).  *Note*. No abstract is necessary for this paper. Refer to the pages in the APA manual referring to dissertations, theses, and term papers for guidance in the proper format.  **Submit** your paper to your faculty member through Blackboard. | | 5.1, 5.2, 5.3, 5.4, 5.5 | Faculty feedback = **0.5 hours** |
| **Total** |  |  | **12.5 hours** |

**Faculty Notes**

*Presentation Posting Reminder*

At the beginning of Week 5, remind students who are assigned to present to the class to post their presentations to the Week 5Dilemma Presentation discussion board by Thursday in addition to submitting their assignment to you for grading. If students do not post their presentations to the discussion board on time, it will delay students in participating in the presentation discussions before the end of the week.

*Issue Paper: SafeAssign and Rubric*

The Issue Paper this week uses both the SafeAssign tool and a rubric. Rubrics are not automatically built into SafeAssign assignments, so they will be entered into the Grade Center column. Use the following instructions to grade the Issue Paper using SafeAssign and a rubric.

* In the SafeAssign grade center column, click the drop-down menu next to a student’s submission and select **Attempt (date)**.
* Under the File column, click the **down arrow** to download a copy of the student’s SafeAssign paper.
* Open the paper so that it appears on the screen while you fill out the grading rubric.
* Go back to the student’s submission in the SafeAssign grade center column.
* Click on the **down arrow** next to their submission and select *View Grade Details*.
* Under Actions click **Edit Grade**.
* Under Current Grade Value click **View Rubric**.
* Fill out the rubric for the SafeAssign paper.
* Click **Save**. The grade will appear in the Current Grade Value box.
* Click **Save** at the bottom of the Grade Details window. This will populate the student’s score with the value from the grading rubric.
* At the top of the page, click on the **arrows** to grade the next student’s SafeAssign attempt.

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 4.5 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 3 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 13 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 12 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 5** |  |  |
| Required |  | 12.5 hours |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 45 hours |
| **Total Supplemental Hours** |  | 0 hours |
| **Total Hours** |  | 45 hours |