

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF
NURSING

COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ NGR _____ COURSE NUMBER 6342 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: Women's Health: Nursing Situations in Advanced Practice

EFFECTIVE DATE

(first term course will be offered)

CREDITS:²

3 THREE

TEXTBOOK INFORMATION:

Collins-Bride, G. & Saxe, A. (2012). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach (2nd Ed.)*. Burlington, MA: Jones & Bartlett Learning. ISBN – 978076377414

Dunphy, L., Winland-Brown, J., Porter, E., Thomas, D. (2011). *Primary care. The art and science of advanced practice nursing*. Third Edition. F.A. Davis Company, Philadelphia.

Tharpe, N., Farley, C., & Jordon, R. (2013). *Clinical practice guidelines for midwifery and women's health (4th Ed.)*. Jones and Bartlett: Burlington, MA. ISBN 9781449645755

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: This course focuses on the care of women using nursing situations in advanced practice including health promotion, disease prevention, assessment, diagnosis, and management of common female and reproductive conditions across the lifespan. An appreciation of the wholeness and uniqueness of the individual and family in relation to psychosocial, cultural, spiritual, developmental, and political issues is incorporated into strategies to enhance the health and well-being of women.

PREREQUISITES*:

NGR 6141, NGR 6002, NGR and NGR 6200 and 6200L

COREQUISITES*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

Specialty Required Course for Nurse Practitioner
FNP & AGNP Tracks

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: INSTRUCTIONAL PERSONNEL TEACHING GRADUATE COURSES HOLD THE DOCTORATE OR APPROPRIATE TERMINAL DEGREE IN THE TEACHING DISCIPLINE OR A RELATED DISCIPLINE.

Faculty contact, email and complete phone number:

Beth King
Bking@fau.edu
561-297-3249

Please consult and list departments that might be affected by the new course and attach comments.³

None

Approved by: Department Chair: <u>Shelby Jones</u> College Curriculum Chair: <u>Beth King</u> College Dean: <u>Marlaune Smith</u> UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: <u>2/11/13</u> <u>2/11/13</u> <u>2/11/13</u> _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SUMMER 2014 (Tentative)**

COURSE NUMBER: NGR ~~XXXXX~~ ⁶³⁴²

COURSE TITLE: Women's Health: Nursing Situations in Advanced Practice

COURSE FORMAT Live Course Blackboard Assisted

CREDIT HOURS: 3 Credits

COURSE SCHEDULE: Thursdays 4-6:50 PM

PLACEMENT IN CURRICULUM: Specialty Required Course for Nurse Practitioner FNP & AGNP Tracks

PREREQUISITES: NGR 6141, NGR 6002, NGR and NGR 6200 and 6200L

COREQUISITE/S: None

FACULTY: Lynne Palma, DNP, FNP-BC, CDE
NP Program Coordinator
Office Location Boca Campus NU 337
Phone: 561-297-3627
Email: Lpalma@fau.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION:

This course focuses on the care of women using nursing situations in advanced practice including health promotion, disease prevention, assessment, diagnosis, and management of common female and reproductive conditions across the lifespan. An appreciation of the wholeness and uniqueness of the individual and family in relation to psychosocial, cultural, spiritual, developmental, and political issues is incorporated into strategies to enhance the health and well-being of women.

COURSE OBJECTIVES: Upon completion of the course the student will demonstrate evidence of:

1. Becoming competent:

- Integrate knowledge from nursing and related disciplines to assess, diagnose, and treat common female and reproductive conditions affecting women of all ages in diverse settings. (Essential I)
 - Analyze and apply selected developmental theories and concepts from caring, biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of women in the primary care setting. (Essential I, VIII)
 - Integrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of women of all ages. (Essential VIII)
 - Analyze research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of women in the primary care setting. (Essential IV)
 - Utilize informatics and health technologies to evaluate, integrate, coordinate, and improve health care for women of all ages. (Essential V)
2. Becoming compassionate:
- Appraise the value of various nursing theories in the design of compassionate care for women. (Essential IX)
 - Develop caring strategies for women of all ages in advanced nursing situations which reflect appreciation of their cultural and spiritual beliefs. (Essential IX)
 - Consider the impact of family dynamics in creating strategies for the care of women in advanced nursing situations. (Essential IX)
3. Demonstrating comportment:
- Develop effective communication strategies to foster interprofessional partnerships and teamwork to improve health outcomes for women, (Essential VII)
 - Appraise the impact of ethical, legal, political, cultural, global, and socioeconomic issues on the care of women. (Essential II)
4. Becoming confident:
- Integrate knowledge of self, an understanding of wholeness of persons, and connectivity with the environment to provide holistic for women in the primary care setting. (Essential IX)
5. Attending to conscience
- Evaluate health policy issues that impact women of all ages in diverse settings. (Essential VI)
 - Explore measures to improve care through advocacy at a global, national, state or local level. (Essential VI)
 - Appraise morally sensitive issues affecting the care of women. (Essential VI)

6. Affirming commitment:

- Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care for women of all ages in diverse settings. (Essential II, III)
- Disseminate patient and family centered information in anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- Explain the importance of becoming professionally active in national organizations concerned with the health or welfare of women. (Essential III and VI)

TEACHING LEARNING STRATEGIES: Teaching learning strategies include discussions of nursing situations, lectures, audiovisual aids, online resources, health care technologies, quizzes, exams, demonstrations, and up-to-date resources.

GRADING AND EVALUATION METHODS:

Quiz # 1	20 points
Midterm	50 points
Quiz # 2	20 points
Nursing Situations	20 points
Final	100 points
TOTAL Points	210 points

GRADING SCALE: Grades are not rounded. A grade of 89.8 will be submitted as an 89%.

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

The student must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.

REQUIRED TEXTS:

Collins-Bride, G. & Saxe, A. (2012). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach (2nd Ed.)*. Burlington, MA: Jones & Bartlett Learning. ISBN – 978076377414

Dunphy, L., Winland-Brown, J., Porter, E., Thomas, D. (2011). *Primary care. The art and science of advanced practice nursing*. Third Edition. F.A. Davis Company, Philadelphia.

Tharpe, N., Farley, C., & Jordon, R. (2013). *Clinical practice guidelines for midwifery and women's health (4th Ed.)*. Jones and Bartlett: Burlington, MA. ISBN 9781449645755

REQUIRED RESOURCES:

- 1) Hand held device (phone or PDA) with Epocrates software.
<http://www.epocrates.com/products/rx/>. The free download is adequate for this course. The Essentials or Essential Delux is recommended for clinical practice.
- 2) Electronic Preventive Services Selector <http://epss.ahrq.gov/PDA/index.jsp>

RECOMMENDED TEXTS:

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

McCaffrey, R., Youngkin, R. (2010) *NP Notes*. F.A. Davis; Philadelphia ISBN 10:0-8036-2167-1.

Prescribers Guide: <http://Prescribersletter.com> (\$88 fee for one year subscription).

Additional Resources: Websites, links, and lectures provided in the course on Blackboard. *
As provided in each module section and as assignments relate.

TOPICAL OUTLINE:

- I. Introduction to Women's Health Care
 - a. Historical, ethical, legal, political, cultural, spiritual, global and socioeconomic issues
 - b. Patient centered, culturally sensitive, holistic care
- II. Health-Care Quality Improvement
 - a. Evidence-based practice, clinical guidelines, professional organizations, health technology and informatics, and complementary therapies
 - b. Health promotion, disease prevention, and cancer screening
 - c. Interprofessional collaboration
- III. Developmental Assessment of Women's Health

- a. Adolescent-adult developmental theories and family dynamics
- b. Sexual development, puberty, and menarche
- c. Sexual identity and special populations
- IV. Care of the Well Woman Across the Life Span
 - a. Preventive health care for well women
 - b. Health assessment and screening
 - c. Nutritional assessment and counseling
 - d. Family planning and contraception
 - e. Female and male sterilization
 - f. Infertility
 - g. Preconception
 - h. Assessment and management of the woman in the post childbearing years
 - i. Peri-menopause, menopause, postmenopausal care
- V. Care of the Woman with Reproductive Health Problems
 - a. Assessment and management of menstrual disorders such as abnormal uterine bleeding, amenorrhea, PMS, PMDD, and polycystic ovary syndrome
 - b. Identification and management of abnormal cytology, screening guidelines, Pap smear classification, cervical cancer, urinary incontinence, fibroids, endometriosis, PID, vaginitis, STDs, HIV, adnexal masses, dyspareunia, genital prolapse, chronic pelvic pain, Bartholin's gland cysts, and cervical polyps
 - c. Care of the woman undergoing colposcopy and endometrial biopsy
- VI. Breast Health
 - a. Examination and assessment of the breast
 - b. Common breast conditions: fibrocystic changes, fibroadenomas, infections, galactorrhea, breast masses, and malignant neoplasms
- VII. Care of the Woman During Pregnancy, Labor, Birth, and After Birth
 - a. Assessing and promoting health during pregnancy
 - b. Preconception care, prenatal genetic screening, antepartum, post-partum care, and lactation
 - c. Safety guidelines for herbal preparation use during pregnancy
 - d. Screening and identification of high risk clients
 - i. Referral and interprofessional collaboration
 - e. Ongoing care of the pregnant woman
 - i. Common discomforts such as backache, constipation, dyspnea, edema, epistaxis, heartburn, hemorrhoids, insomnia, leg cramps, nausea and vomiting, pica, round ligament pain, and varicose veins
 - f. Care of the pregnant woman with prenatal variations

- i. Abdominal pain, anemia, fetal demise, gestational diabetes, infections (UTI, hepatitis, HSV, HIV, toxoplasmosis) hypertension, inadequate weight gain, Rh negative, and vaginal bleeding
 - g. Care of the woman during labor and birth
 - i. Assessment of the woman in labor
 - ii. Care of the woman in first, second, and third-stage labor
 - iii. Care of the woman with alterations during labor and birth such as cord prolapse, Group B Streptococcus colonization, hypertension, dystocia, meconium-stained amniotic fluid, preterm labor, prelabor rupture of membranes, and shoulder dystocia
 - h. Care of the infant and mother after birth
 - i. Assessment of the newly born infant
 - ii. Breast feeding
 - iii. Circumcision
 - iv. Care of the postpartum mother
 - 1. Common problems after birth including mastitis, mood and anxiety disorders, endometritis, hemorrhoids
- VIII. Recognition and Management of Psychosocial Concerns in Women
- a. Family and intimate partner violence, sexual assault, anxiety and depression

COURSE ASSIGNMENTS:

1. Weekly nursing situations are posted on Blackboard. Students should come to class prepared for discussion.
2. Prenatal Care Protocols. Make a table with the following categories: Routine Visit Schedule I Gestation age in weeks (i.e. 28 weeks gestation). How often are prenatal visits scheduled? That will be the basis of your table. Laboratory tests routinely done. Normal values of those tests in pregnancy. Diagnostic testing – Why are these tests ordered? Common complaints for that time in pregnancy. Evidence based anticipatory guidance for this time in pregnancy and for common complaints.

BIBLIOGRAPHY OF CARING SCIENCE:

Meiers, S. & Brauer, J. (2008). Existential caring in the family health experience: a proposed conceptualization. *Scandinavian Journal of Caring Sciences*, 22(1), 110-117.
DOI: 10.1111/j.1471-6712.2007.00586.x

COURSE POLICIES AND GUIDELINES

ATTENDANCE:

1. Attendance at every class is required unless arrangements have been made.
2. Students are responsible for missed content.
3. Students are expected to arrive on time to class

EXAMS/QUIZZES:

1. Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.
2. There will be 2 quizzes and 2 exams for this course. Each will be 25-100 multiple choice, true false, and short answer questions and will be administered through blackboard and the testing center. Mid-term and final testing center requirements and instructions will be provided to students in blackboard.
3. All students will be required to complete the two course exams through the testing center by the date they are due. No late exams will be given or accepted. If a student has an emergency, the faculty must be notified by phone and e-mail prior to the exam. Exam blueprints will be provided 1 week prior to the exam date. Exams will call upon knowledge built throughout the program and previous courses. Students are responsible for course content in previous courses.
4. Quizzes are designed to assist you in interactively retaining material and in test taking skills for your certification exam. They will only be open for a 24 hour period on the date they are assigned and should take no longer than 40 minutes to complete (See the course calendar for exam dates.) The student will have a single attempt on each of the two quizzes. Quizzes are randomized and no two course quizzes alike. Quizzes and exams will be individually hand graded by the faculty member once all students have completed them and a review of the exams, as well as any alterations to scoring and answers will be posted in the course announcements. Quizzes are to be individual student work.

ASSIGNMENTS: Assignments must be completed by the due dates on the Course Schedule. All assignments will be turned in electronically via blackboard and will not be accepted late. All written assignments must be written using the APA 6th edition guidelines for spacing, margins, fonts, citations, and references. Specific assignment instructions for the course assignments can be found on blackboard in the "Course Assignments" folder and include the following: creation of a developmental grid, analysis and plan of care for a presented pediatric nursing situation, and presentation of an anticipatory guidance education project.

USE OF ELECTRONICS: Cell phones should be on vibrate during class, but students are encouraged to bring laptops and electronic devices for reference material and note taking during class.

BLACKBOARD: This course will be delivered via a hybrid format through both seated and Blackboard mediums. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard.

E-MAIL: Students are required to use their FAU e-mail and are advised to check it frequently for important announcements. You will need to check your email at least every other day. All assignments and information, including syllabus and schedule, will be posted on Blackboard. Use the contact professor tab when email the professor when e-mailing the instructor. **Please allow 24 hours, 48 hours over weekends and holidays, for response to student e-mails by faculty.**

HIPAA: The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

COMPUTER REQUIREMENTS: The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard every 3 days.

GREEN ENVIROMENT: At the College of Nursing, we promote a caring environment FOR our environment. Only re-usable beverage containers WITH A LID will be allowed in class. So please do not bring ANY disposable coffee cups, water bottles, soda bottles, etc. into the classroom. Also, we will use as little paper as possible, so most assignments will be online. There will be no food in the classroom.

OWL Card: Students will need an OWL card to access the library through EZ Proxy when you are off campus.

PARTICIPATION: Students are expected to come to and engage in class sessions. Students are expected to come and participate in all course assignments, discussion boards, and in any interactivities that may also may be the online environment. Each unit's readings and assignments should be completed by class each Thursday. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty.

NETIQUETTE: All communication online, via e-mail, and tete-a-tete should be appropriate and professional in grammar and format.

LATE WORK: It is the policy of this faculty not to accept late papers or assignments. Each day the assignment is late will result in an automatic 5% deduction in points to a max of 48 hours, then the assignment will only be worth 50% if it is accepted and if prior arrangements have been made with the faculty member. The student must let the instructor know well in advance if a paper or assignment will be late to make arrangements. This will only be done in extenuating circumstances. EXAMS will not be taken late.

PLAGARISM: Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

SCHEDULE CHANGES: Faculty reserves the right to make changes in the class

schedule, as deemed necessary to facilitate the learning process.

EVALUATION OF COURSE - Students will have the opportunity to evaluate the course and the faculty at the end of the course. (Please do, this provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students. J)

All course requirements and objectives must be met in order to earn a passing grade. Students must pass this course with no lower than a B grade of 83% overall.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the

required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities.

It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.

Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

April 2012

CLASS SCHEDULE AND READINGS – SUMMER 2014

Date	Topic Exam Schedule	Assigned Reading Tharp	Collier
Week 1	Orientation to Course Introduction to Women's Health Care Health-Care Quality Improvement	Chapter 1	

Week 2	Developmental Assessment of Women's Health		
Week 3	Care of the Well Woman Across the Life Span Contraception	Chapter 6	
Week 4	Menopause		
Week 5	Care of the Woman with Reproductive Health Problems	Chapter 7	
Week 6	Breast Health		
Week 7	Midterm Exam		
Week 8	Care of the Woman During Pregnancy, Labor, Birth, and After Birth	Chapter 2	
Week 9	Ongoing Care of the Pregnant Woman	Chapter 2	
Week 10	Care of the Pregnant Woman with Prenatal Variations	Chapter 3	
Week 11	Care of the Woman during Labor, Birth and Postpartum	Chapters 4-5	
Week 12	Recognition and Management of Psychosocial Concerns in Women		
	Comprehensive Final Exam		