

New York City College of Technology
Department of Nursing
Baccalaureate in Nursing Program
NEW YORK CITY COLLEGE OF TECHNOLOGY NURSING DEPARTMENT
THE CITY UNIVERSITY OF NEW YORK B.S. IN NURSING

COURSE OUTLINE

COURSE CODE & TITLE:	NUR 4020 Women's Health and Wellness across the Life Continuum
PREREQUISITE:	NUR 3010, NUR 3110, NUR 3130 or permission from Coordinator of Baccalaureate Nursing Program Computer Literacy Required
CREDITS	3 Credits
CLASS HOURS:	3 Per Week Fully Online Lecture Viewing Deadline: Wednesdays at 8:30 P.M.
OFFICE HOURS:	TBA By Appointment Only
OFFICE TELEPHONE NUMBER Email:	1-718-260-5664 lkonecny@citytech.cuny.edu
TEXT:	Required: Condon, Marian C. (2004). <i>Women's Health, an Integrated Approach to Wellness and Illness. Upper Saddle River, New Jersey.</i> Prentice Hall. American Psychological Association (2009). <i>Publication Manual of the American Psychological Association</i> (6 th ed)., Washington, D.C. Recommended: Women's Health, a Guide to Health Promotion and Disorder Management (2005). Philadelphia, Pennsylvania. Lippincott, Williams & Wolcott.

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Course Description:

An examination of dimensions of women's health and wellness across the life continuum. The course uses a holistic framework incorporating physical, psychosocial, socioeconomic, family and spiritual domains to address issues affecting women's health states, well-being and quality of life, as well as strategies for developing interventions.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Discuss the influence of societal views on women's health and health care delivery, particularly among underserved, marginalized feminine groups.
2. Participate in structured dialogue that investigates issues of women, women's health, health care delivery, well-being and quality of life.
3. Utilize critical thinking in investigation of factors influencing women's health, health care delivery, well-being and quality of life.
4. Analyze research data of physical, psychosocial, socioeconomic, and political significance that impact on women's health, well-being, family and spiritual domains.
5. Apply the nursing process in the provision of culturally competent care to women across the life continuum.
6. Formulate therapeutic nursing interventions using Watson's Human Caring theory to meet the assessed holistic needs of women across the life continuum.
7. Include informational technology in the achievement of quality nursing care for women across the life continuum.
8. Incorporate ongoing dialogue with interdisciplinary health care team members, women, and family members in the attainment of quality nursing care to promote women's health, well-being and quality of life.
9. Critique existing professional and lay literature related to women's health concerns, health care delivery, particularly in underserved/marginalized groups.
10. Identify opportunities for continuing education and contemporary initiatives in promotion of women's health states, well-being and quality of life.

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NUR 4020 Totally Online Course

This fully online course uses Wimba Classroom instruction. Wimba lectures are archived each week for 24/7 viewing. Students meet in the traditional classroom on the first day of class where they receive orientation and Wimba Classroom instruction. Below are the supported operating systems and recommended computer system specifications for using Wimba Classroom.

Student Computer Minimum Requirements:

Windows vista latest version, Windows 2000+, Mac OSX 10.6.7+
Internet Browsers: Mozilla Firefox 3.6 +, Safari 5.1.0
128 MB RAM (256 MB recommended)
External speakers

This totally online course requires students to login a minimum of 3 days out of 7 days a week on Bb. It is students' responsibility to check the following areas on Bb: Announcements, Course Information, Course Documents, Communications, Grade Book, and **respond to their College Campus email within 48 hours of receiving faculty email.**

Online Class Attendance

It is important that students know how online class attendance is taken. Class attendance is recorded the moment a student "logs in" to the Wimba archived lecture on Bb. The length of time a student spends in an archived lecture is documented. Wimba allows faculty to track students online class attendance in each Wimba archived lecture. The Wimba archived lecture must be viewed, in its entirety, for a student to receive attendance credit for that week. **Students will NOT receive attendance credit if the total number of online lecture viewing does not coincide with the total number of hours and minutes for that specific archived lecture or if the online lecture viewing time exceeds (for one viewing period) the archived lecture by 60 minutes** (i.e. the online lecture is 1 hour 30 minutes and 32 seconds, the student's viewing time is 6 hours and 30 minutes and 15 seconds). Students have up to seven days (from Wednesday 8:30 p.m. of the lecture week until the following Wednesday at 8:29 p.m.) to complete the assigned weekly archived lectures (i.e. online lecture viewing for Week #1 is from January 30, 2013 at 8:30 P.M. ((when Week#1 begins)) and ends February 6, 2013 at 8:29 P.M. ((for attendance credit for Week#1 viewing)). **As per college policy no more than two absences are permitted for a course, which lectures weekly. Archived online Wimba lectures are regularly monitored by faculty for attendance purposes.**

Online Class Participation

Online class participation is a course requirement. It is essential that students respond in a timely manner (due dates are strictly observed) to discussion board questions or Blogs on Blackboard (Bb). To be considered as participating in a discussion, students must first post a personal comment on the assigned discussion topic and then remark on TWO separate student statements on the same topic. Students who do not post individual comments or do not remark on TWO separate student assignments on the assigned discussion questions or Blogs will be considered as NOT participating in class. Students who fail to participate in class will be given an incomplete course grade.

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Discussion Board on Bb:

When responding to a faculty posed question or issue placed on the discussion board on Bb, students must satisfactorily complete all components of the question or issue to be considered as fully participating. Incomplete or unsatisfactory student statements result in the student being given no credit for participation and an incomplete course grade is given until the student satisfactorily completes the assigned discussion. In addition to a student's personal comments on a discussion question, a student **MUST** remark on TWO separate peer statements. This action keeps the discussion alive, and is an important part of class participation. Students who do not satisfactorily remark on TWO separate student statements will be considered as not participating in class and will be given an incomplete course grade.

Blogs on Bb:

When responding to a faculty assigned Blog on Bb, students will be asked to share their personal experiences on a related topic or issue. Students need to respond to the topic and satisfactorily complete all the components of the Blog item to be given credit for participation. Students are also required to comment on TWO separate student Blogs on the same topic. Students who post an incomplete Blog or do not comment on TWO separate student Blogs will be considered as not participating in class and will be given an incomplete course grade.

Posting of Required Assignments, Case Studies and Paper:

All due dates for required assignments in NUR 4020 are noted in the course schedule and strictly adhered. All required assignments and papers are to be submitted electronically to SafeAssign on Bb. For an assignment or paper to be considered on time, it must be electronically submitted to SafeAssign before Wednesday at 8:30 p.m. on the day it is due. 5 grade points will be deducted for each day (24 hours) the assignment or paper is past due (excluding Saturday and Sunday) The maximum number of grade point deductions taken is 50 points.

Academic Integrity Standards:

The Baccalaureate Program in Nursing adheres to the New York City College of Technology/CUNY Policy on Academic Integrity. This policy specifically states, in detail, what constitutes Academic Dishonesty. All students are responsible for abiding by this policy. This detailed policy can be found in the College Catalog or on the College Website HYPERLINK: <http://www.citytech.cuny.edu>.

New York City College of Technology Policy on Academic Integrity;

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the College Catalog.

Technology Requirements:

Many NUB students have been using Bb at New York City College of Technology or in other Educational Institutions and are familiar with this educational online tool. If you are new to Bb, use the beginners guide to Bb located on the home page. You can also attend one of the many Bb introduction workshops offered to students at the beginning of the semester in G-600. Bb introduction workshop

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schedules are posted on the College website and in G-600. The telephone number for G-600 computer lab is: 718-254-8565.

This course utilizes Bb extensively and it is required that you have one of the following Internet Browsers: Mozilla Firefox or Safari. You will need your current College email address on Bb to receive important faculty related notices during the semester or to communicate with your Professor. (Student College emails were updated in January 2010, please refer to this example: Jane.Doe@mail.citytech.cuny.edu). **To update your College email address on Bb**, select “update email” from menu bar located on the LEFT side of the Bb home page. Type in your updated College email address in the textbox following the example above. Retype your updated email address in the second textbox to verify the change. This will update your College email address on Bb. If you have a question about your College email account, the Help Desk is a good resource to use. Lastly, you will need a COMPUTER with at least 256 MB of RAM and an Internet connection via a 56K modem or higher in order to take this totally online course.

Net Etiquette:

All students will follow the **Rules of Netiquette** listed below with web site addresses for additional detailed information:

The Rules of Netiquette (accessed from: ***The Rules of Netiquette*** websites at HYPERLINK http://www.cisco.cc.tx.us/netiquette_rules.html
<http://www.albion.com/netiquette/book/index.html>

Rule 1. Remember you are dealing with people.

- It is not nice to hurt other people’s feelings
- Never mail or post anything you wouldn’t say to someone’s face
- Never be offensive online

Rule 2. Adhere to the same standards of behavior online that you follow in real life.

- Be ethical
- Act within the laws of society and cyberspace

Rule 3. Know where you are in cyberspace.

- Netiquette varies from domain to domain
- Lurk before you leap

Rule 4. Respect other people’s time and bandwidth.

- Remember you are not the center of cyberspace
- Post messages to the appropriate discussion group
- If you disagree with the premise of a particular discussion, don’t waste time and bandwidth of the members by telling them your personal opinions or by making personal attacks

Rule 5. Make yourself look good online.

- Check grammar and spelling before you post
- Avoid using all caps (it looks like you’re shouting)
- Know what you’re talking about and make sense
- Be pleasant and polite

Rule 6. Share expert knowledge.

- Offer answers and help to people who ask questions on discussion groups
- Summarize and think through your responses before posting a summary to the discussion group

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Rule 7. Help keep flame wars under control.

- Don't respond to flame-bait
- Don't post spelling or grammar flames
- If you've posted flame-bait or perpetuated a flame-war, apologize

Rule 8. Respect other people's privacy.

- Don't post any personal information about yourself or about others

Rule 9. Don't abuse your power.

- The more power you have, the more important it is that you use it well

Rule 10. Be forgiving of other people's mistakes.

- Remember you were a network newbie once too!

Additional considerations for online discussions:

For private communication, comments are best shared with the faculty through college email, not on the discussion board or in a Blog. Remember to use formal rules of English when communicating online.

Instructional Methods:

Asynchronous Lecture (used only with totally online offering)

Blackboard

Assignments

Case Study

Paper

Online Instruction using Wimba Platform (used only with totally online offering)

Internet Websites

PowerPoint Presentations

Discussion Board

Blogs

Evaluation/Grading

3 Assignments on selected topics 45%
(Each assignment is 15% of the course grade.)

1 Case Study 25%

1 Paper 30%

Unit Objectives

Unit I Factors Affecting Women's Health, Well-Being, and Quality of Life

Identify beliefs regarding women, which affect their health and health care delivery.

Discuss ways in which societal views of women affect women's health and health care delivery.

Discriminate how the impact of sexual and gender differences affect women's health care.

Discuss the influence of societal views on the health of underserved/marginalized women's groups.

Demonstrate an understanding of the manner in which culture influences women's health beliefs and practices.

Discuss the relationship between stress, coping, and well-being.

Identify sociocultural factors related to the increased role strain experienced by women.

Identify techniques for minimizing and coping with stress.

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Discuss the limitations of establishing the cause and effect of environmental toxins.
Identify the four components of risk assessment associated with environmental toxins.
Identify the personal characteristics, attitudes, and actions that have been experientially associated with good health.

Unit II Holistic Health: Complementary Therapies and Remedies Promoting Women's Health

Identify rationales for the increasing popularity of alternative remedies and therapies used by women to promote health.
Discuss alternative modalities women can use to promote relaxation and enhance self-regulation.
Explicate how transpersonal therapies can promote women's health and well-being.
Identify which ethnosystems of health care are becoming increasingly more popular among Western cultures and describe the benefits of each.
Discuss selected herbs in terms of indications for use, therapeutic efficacy, side effects, and potential interactions with other herbs and drugs.

Unit III Women and Nutrition

Discuss the role of diet in the maintenance of health and in the prevention of disease in women across the life continuum.
Discriminate nutritional benefits noted in the literature and on food item labeling.
Identify issues related to the use of nutritional supplements.
Explain current concerns related to food safety, organic foods, and bioengineered foods.
Discuss strategies for achieving safe, long-term weight loss.

Unit IV Gynecological Wellness and Unplanned Pregnancy

Identify genetic markers associated with promoting women's reproductive wellness across the life continuum.
Discuss the clinical manifestations and treatment options for perimenopause and menopause.
Discuss the implications of selected contraceptive methods for women's reproductive health.
Discuss the nurse's role in relation to reproductive rights, freedom of choice.

Unit V Psychological/Emotional Disorders and Substance Abuse/Dependence Affecting Women Across the Life Continuum

Identify the sociocultural factors that contribute to the development of psychological/emotional disorders in women.
Discuss selective mood/feelings disorders, anxiety disorders and eating disorders in terms of clinical manifestations, diagnosis and treatment.
Discuss the pharmacological and non-pharmacological therapies used in the treatment of psychological/emotional disorders.
Identify seven concepts that contribute to substance abuse.
Identify five risk factors for substance abuse and substance dependence that relate to women across the life continuum.
Describe the therapeutic regimen for each category of drug and the clinical manifestations associated with withdrawal.
Describe interventions that may facilitate successful management of women's substance abuse and dependence.
Discuss the need for ongoing support of women's substance abuse/dependence and the appropriateness and availability of such support in the community.

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Unit VI Women's Sexual Wellness/Illnesses Across the Life Continuum

Discuss how women's sexuality relates to culture, physical and emotional health, and rest and relaxation.
Identify at least five behaviors that women can utilize to overcome sexual shame and inhibition.
Describe the changes in women's sexuality associated with aging.
Discuss women's sexual dysfunctions in terms of their causality and treatment regimens.
Discuss the onset, clinical manifestations, and therapeutic regimens associated with sexually transmitted diseases.

Unit VII Intimacy Violence and Sexual Assault

Describe and analytically examine the current theories of intimate violence causation and intervention.
List ten indicators that intimate violence is present or likely to develop in a relationship.
Identify the warning signs of potential lethality and ways of assisting someone who is at risk.
Identify the ways to prevent intimate violence.
Identify the resources present in communities to assist victims of intimate violence, as well as disparity that exist within minority and marginalized women groups in obtaining these resources.
Discuss the psychological, physical and spiritual impact of intimate violence and rape.
Identify the factors that increase the likelihood of long-term trauma following a sexual assault.
Identify common deficiencies in the medical response to sexual assault victims.
Describe the role of the sexual assault nurse examiner.

Unit VIII Selected Topics on Women's Physical Health and Illnesses

Part A: Cardiovascular Wellness and Illnesses

List five risk factors for coronary heart disease and behaviors to minimize them.
Identify the clinical manifestations of coronary artery syndrome and myocardial infarction often seen in women.
Identify reasons why coronary heart disease is misdiagnosed in women.
Identify the normal limits for blood pressure and blood lipid levels for women.
Describe the clinical manifestations of cerebrovascular accident (brain attack) often seen in women.

Part B: Urinary Tract Wellness and Illnesses

Identify the normal and abnormal characteristics of urine.
Describe practices that enhance urinary tract wellness.
Compare and contrast the clinical manifestations of renal infection and urinary tract infection.
Discuss the preventative steps and therapeutic regimens utilized in treating for urinary incontinence.

Part C: Skin Wellness and Illnesses

Describe the markers of healthy skin.
List ways women can utilize in promoting skin wellness.
Discuss effective use of sunscreen products in maintaining skin health.
Identify the clinical manifestations of selected skin problems and diseases.

Part D: Musculoskeletal Wellness and Illnesses

Identify the markers of musculoskeletal wellness used in women's health assessment.
List strategies for promoting musculoskeletal wellness in women.
Describe four disorders of the musculoskeletal system that commonly affect women.
Identify new directions in research for osteoarthritis and osteoporosis.

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Unit IX Women's Spiritual Health and Supporting Body/Mind/Spirit at the End-of-Life

Describe three concepts of spirituality.

Identify several potential reasons for the relationship between religiosity and health.

Identify five elements associated with a "good" death.

List six fears or concerns common to dying people.

List six obligations health care providers have to dying clients.

List and describe the phases of grief.

Identify two things family and significant others can do to be helpful to individuals in each phase of the grieving process.

Topical Outline

Week 1 Class Orientation

Overview of Watson's Human Caring Theory

Unit I: Historical Factors Affecting Women's Health, Well-Being and Quality of Life

1. Beliefs that affect health care delivery
2. Health and longevity
3. Women's development
4. Social construction of health

Weeks 2 & 3 Unit I: Factors Affecting Women's Health, Well-Being and Quality of Life

1. Socioeconomic status of women and how it affects health care
 - a. Sexual and gender differences that affect women's health
2. Ethnicity in America
 - a. Terminology
 - b. Culture
 - c. Health beliefs and paradigms
3. Ethnicity, health and health care delivery
 - a. Health status of women from selected ethnic minorities
 - i. Underserved/marginalized women's groups
 1. Latina
 2. African American
 3. Native American
 4. Asian and Other Pacific Islanders
 5. Lesbian
4. Evaluation of environmental toxins
 - a. Environmental toxins of special concern to women
 - b. Risk assessment associated with women's exposure
5. Stress and coping
6. Stressors at home and at work
 - a. Changing roles of women
 - b. Role conflict
7. Strategies for relieving stress and promoting well-being

Week 4 Unit II: Holistic Health: Complementary Therapies and Remedies Promoting Women's Health

1. Modalities that promote relaxation and enhance self-regulation and insight
2. Transpersonal therapies
3. Ethnomedical systems

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4. Herbal remedies

Week 5

Unit III: Women and Nutrition

1. Dietary patterns in America
2. The basics of sound nutrition
3. Two essential non-caloric nutrients
 - a. Fiber
 - b. Water
4. Antioxidants
5. Making sound nutritional decisions
6. Nutritional wellness self-assessment

Week 6

Unit IV: Gynecological Wellness and Unplanned Pregnancy

1. Markers of gynecological wellness
2. Promoting gynecological wellness
 - a. Health seeking behaviors
3. Selected Topic: Menopause
 - a. Physical and other changes associated with perimenopause
 - b. Physical changes associated with menopause
 - c. Hormonal level testing
 - d. Therapies for problems associated with perimenopause and menopause
 - e. Promoting wellness during and after menopause
4. Selected Topic: Reproductive rights
 - a. Freedom of choice
 - b. Contraceptive methods

Week 7

Unit V: Psychological/Emotional Disorders and Substance Abuse/Dependence Affecting Women Across the Life Continuum

1. Markers of psychological/emotional wellness
 - a. Thought patterns and perceptions
 - b. Mood/feelings
 - c. Anxiety/fear
 - d. Personality
2. Promoting psychological/emotional wellness
3. Psychological/emotional illnesses and problems among women
 - a. Sociocultural factors associated
 - b. Selected types:
 - i. Depressive disorders
 - ii. Eating disorders
 - iii. Anxiety disorders

Week 8

Unit V: Psychological/Emotional Disorders and Substance Abuse/Dependence Affecting Women Across the Life Continuum

1. Substance use during pregnancy
2. Risk factors for substance abuse and dependence
3. Classification of substances of abuse
4. Unique psychological impact of substance abuse/dependence on women

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5. Role of physiological, sex-based differences in substance abuse and dependence
6. Treatment regimens
 - a. Prevention
 - b. Secondary prevention
 - c. Community resources
 - d. Alternative or complementary treatment
7. Barriers to treatment and hope for recovery

Week 9 Unit VI: Women's Sexual Wellness/Illnesses Across the Life Continuum

1. Markers of sexual wellness
2. Promoting sexual wellness
3. Women's sexual illnesses and problems
 - a. Sexual dysfunctions
 - b. Sexually transmitted diseases and problems
4. Sexual Wellness and self-assessment

Week 10 Unit VII: Intimacy Violence and Sexual Assault

1. Intimate violence
 - a. Prevalence
 - b. Incidence
 - c. Demographics
 - d. Forms of intimate violence
 - e. Causes of abuse
 - f. Intimate violence and women's health
 - g. Dynamics of intimate violence
 - h. Community interventions for intimate violence
2. Sexual assault
 - a. Short-term physical injuries and other problems
 - b. Psychological and spiritual problems
 - c. Factors associated with higher levels of post-rape trauma
 - d. Problems related to a combination of psychological, spiritual, and physical injuries
3. SANE and SART programs

Week 11 Unit VIII: Selected Topics on Women's Physical Health and Illnesses

Part A: Cardiovascular Wellness and Illnesses

1. Markers of cardiovascular wellness
2. Promoting cardiovascular wellness
3. Cardiovascular illnesses
 - a. Coronary artery disease
 - b. Congestive heart failure
 - c. Cerebrovascular accident (brain attack)
4. Cardiovascular wellness and self-assessment

Part B: Urinary Tract Wellness and Illnesses

1. Markers of urinary tract wellness
2. Promoting urinary tract wellness
3. Urinary tract illnesses and problems

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- a. Lower urinary tract infection
- b. Interstitial cystitis
- c. Kidney infection
- d. Urinary incontinence
4. Urinary tract wellness and self-assessment

Week 12 Unit VIII: Selected Topics on Women's Physical Health and Illnesses

Part C: Skin Wellness and Illnesses

1. Markers of skin wellness, color and texture
2. Promoting skin wellness
3. Diseases and problems of the skin
 - a. Acne vulgaris
 - b. Rosacea
 - c. Age spots
 - d. Actinic keratoses
 - e. Skin cancers
4. Skin wellness and self-assessment

Part D: Musculoskeletal Wellness and Illnesses

1. Markers of musculoskeletal wellness
2. Promoting musculoskeletal wellness
3. Musculoskeletal problems and diseases
 - a. Osteoarthritis
 - b. Osteoporosis
 - c. Common foot problems
4. Musculoskeletal wellness and self-assessment

Week 13 Unit IX: Women's Spiritual Health and Supporting Body/Mind/Spirit at the End-of-Life

1. Spirituality as religious orientation
 - a. Religion and health
 - b. The patriarchal aspect of religion: implication for women's spirituality
2. Nontraditional spirituality
3. Spirituality as the essence or spirit of a person
 - a. Mind/body communication
4. Markers of spiritual wellness
 - a. ACE factor
 - b. Assertiveness
 - c. Hardiness
 - d. Capacity to confide
 - e. Affiliation
 - f. Altruism
 - g. Self-complexity
5. Spirit, socioeconomic status and health
6. Spiritual wellness and self-assessment
7. New directives

Week 14 Unit IX: Women's Spiritual Health and Supporting Body/Mind/Spirit at the End-of-Life

1. Death

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- a. Psychological responses to terminal illness
- b. Signs of approaching death
- c. Promoting a good death
- d. Palliative care
- e. Advance directives
- 2. Grief
 - a. The nature of grief
 - b. The four phases of grief

Week 15 Tying it all together – Online discussion

Resource List

Ackerson, K., & Preston, S.D. (2009). A decision theory perspective on why women do or do not decide to have cancer screening: Systematic review. *Journal of Advanced Nursing*, 65, 1130-1140. doi:10.1111/j.1365-2648:2009.0498.x

Barnard, A. (2009). Lesbians' constructions of depression. *Health Care for Women International*, 30, 373-389, doi:10.1080/07399330902785141.

Certain, H.E., Mueller, M., Jagodzinski, T., & Fleming, M. (2008). Domestic abuse during the previous year in a sample of postpartum women. *JOGNN: Journal of Obstetric, Gynecologic & Neonatal Nursing*, 37, 35-41, doi: 10.1111/J.1552-6909.2007.00200.x

Durand, E.F., Logan, C., & Carruth, A. (2007). Association of maternal obesity and childhood obesity: Implications for healthcare providers. *Journal of Community Health Nursing*, 24, 167-176. Retrieved from <http://www.informaworld.com/smpp/title-content-1775648098-db=all>.

Fogel, C.I., & Woods, N.F. (Eds.). (2008). *Women's health care in advanced practice nursing*. New York: Springer.

Gleeson, D., & Crabbe, D.L. (2009). Emerging concepts in cardiovascular disease risk assessment: Where do women fit in? *Journal of the American Academy of Nurse Practitioner*, 21, 480-487, doi: 10.1111/j.1745-7599.2009.00434.x

Hackley, B., Kriebs, J.M., & Rousseau, M.E. (2007). *Primary care of women: A guide for midwives and women's health providers*, Sudbury, MA: Jones and Bartlett.

Morrison-Beedy, D., M.P., Crean, H.F., & Jones, S.H. (2010). Determination of adolescent female attendance at an HIV risk reduction program. *JANAC: Journal of the Association of Nurses in AIDS Care*, 21, 153-161, doi:10.1016/j.jana.2009.11.002.

Sutherland, J.A., Cook, L., Stetina, P., & Hernandez, C. (2009). Women in substance abuse recovery: Measures of resilience and self-differentiation. *Western Journal of Nursing Research*, 31, 905-922, doi: 10.1177/0193945909337815.

Thomas, A.M., Moseley, G., & Stallings, R., Nichols-English, G., & Wagner, P.J. (2008). Perceptions of obesity: Black and white differences. *Journal of Cultural Diversity*, 15, 174-180. Retrieved from <http://tuckerpub.com/jcd.htm>.

Spring 2013 LMK