

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

HEAL 327 DL1– Women’s Health CRN: 201810.15367  
3 Credits, Spring 2018, Distance Learning

**Faculty**

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**Prerequisites/Corequisites (None)**

**University Catalog Course Description**

Examines health issues unique to women, including health care, food and exercise, reproductive and gynecological issues, chronic diseases, and issues of violence.

**Course Overview**

This course explores the aspects of women’s health

**Course Delivery Method**

This course will be delivered online (76% or more) using asynchronous (not “real time”) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Jan 17, 2017 at 12:01am.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Understand and assess the issues facing women in the changing health care environment, including health studies, working better with doctors, minorities and health care system, managed care, and research priorities.
2. Comprehend and articulate the historical changes that have shaped the concept of “normal” for American women, including body image, dieting practices, diet drugs, and fitness practices.
3. Clearly articulate the issues and debates central to gynecological and reproductive health, including sex, sexually transmitted diseases, sexual orientation, birth control, fertility, and abortion.
4. Accurately reflect the complexity of women’s psychological health factors as occur through their interactions with other people and society in general, to include stress, depression, and the female brain.
5. Understand the physiological and psychological ramifications of chronic diseases that affect women, including autoimmune diseases, heart disease, and cancer.
6. Describe the unique substance abuse issues that face women, including public concepts and treatment supports.
7. Develop a broad awareness of the violence issues in the lives of women, including genital mutilation among some cultures, violence in relationships, rape, and the long-term physical and psychological damage of violence.
8. Understand the issues of interest to mature women, including midlife motherhood, hormone replacement therapy, the aging process, Alzheimer’s disease, access to health care, death/dying.

**Professional Standards** (Not Applicable)

## **Required Texts**

Lewis Alexander, L., LaRosa, J. H., Bader, H., Garfield, S., & James Alexander, W. (2017). *New Dimensions in Women’s Health* (7th ed.). Burlington, MA: Jones & Bartlett Learning, LLC.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Grading**

This course will be graded on a point system, with a total of 100 possible points.

<b>Assignments and/or Examinations</b>	<b>Possible Points</b>
<u>Tests</u> Test #1 (covers chapters 1-8) Test #2 (covers chapters 9-15) Each Blackboard online exam is composed of multiple-choice (MC) and True/False (TF) items. The tests are based on the content of the text as organized and presented in PowerPoint™ lectures. Each test will be graded 0-25 points. Each test contains 50 MC/TF items. They are weighted .25 of overall grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice and True False items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	<b>50 points</b>
<u>Quizzes</u> There will be 10 short quizzes based on subject material covered in lecture and found in the textbook. Each quiz will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade. The short questions will measure students' abilities to identify/recall and analyze subject material.	<b>30 points</b>
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums <b>AND</b> reply to another student's comment within that forum. Each discussion forum will be based on a self-assessment related to text material and completed by the student and then posting as a comment at the forum. Each posting with reply is worth 2 points for a total of 20 points which will be factored directly into the overall grade. Each posting should be a minimum of five (5) complete sentences using proper grammar and spelling, in essay format (no outlining/listing), and/or in the students' own words (no direct use of author's writing from text). The discussion forums will represent affective learning experiences.	<b>20 points</b>
<b>TOTAL:</b>	<b>100 points</b>

### Grading Scale

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 0 – 59
		B-	= 80 – 83	C-	= 70 – 73		

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Class Schedule

WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
<b>PART ONE: FOUNDATIONS OF WOMEN'S HEALTH</b>		
1	Jan 22-Jan 28  Introduction to Women's Health  The Economics of Women's Health	Chapters 1 and 2 <b>Discussion forum #1</b> posting due Jan 27 and reply due Jan 28– both end of day
2	Jan 29-Feb 4  Health Promotion and Disease Prevention	Chapter 3 <b>Discussion forum #2</b> posting due Feb 3 and reply due Feb 4– both end of day  <b>Quiz #1</b> (covers Chs 1-3) - due Feb 4 end of day
<b>PART TWO : SEXUAL AND REPRODUCTIVE DIMENSIONS OF WOMEN'S HEALTH</b>		
3	Feb 5-Feb 11  Sexual Health	Chapter 4 <b>Discussion forum #3</b> posting due Feb 10 and reply due Feb 11– both end of day  <b>Quiz #2</b> (covers Chs 1-4) - due Feb 11 end of day
4	Feb 12-Feb 18  Reproductive Health  Pregnancy and Childbirth	Chapters 5 and 6 <b>Discussion forum #4</b> posting due Feb 17 and reply due Feb 18 - both end of day  <b>Quiz #3</b> (covers Chs 1-6) - due Feb 18 end of day
5	Feb 19-Feb 25  Sexually Transmitted Infections	Chapter 7 <b>Discussion forum #5</b> posting due Feb 24 and reply due Feb 25– both end of day  <b>Quiz #4</b> (covers Chs 1-7) - due Feb 25 end of day
6	Feb 26-Mar 4  Menopause and Hormone Therapy	Chapter 8 <b>Quiz #5</b> (covers Chs 1-8) - due Mar 4 end of day
7	Mar 5-Mar 11	<b>Midterm (Chapters 1-8)</b>
8	Mar 12-Mar 18	<b>Spring Break</b>
<b>PART THREE : PHYSICAL AND LIFESPAN DIMENSIONS OF WOMEN'S HEALTH</b>		

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
9	Mar 19-Mar 25	Nutrition, Exercise, and Weight Management	Chapter 9 <b>Discussion forum #6</b> posting due Mar 24 and reply due Mar 25 – both end of day
10	Mar 26-Apr 1	Understanding and Preventing Cardiovascular Disease and Cancer	Chapter 10 <b>Discussion forum #7</b> posting due Mar 31 and reply due Apr 1– both end of day  <b>Quiz #6</b> (covers Chs 9-10) - due Apr 1 end of day
11	Apr 2-Apr 8	Other Chronic Diseases and Conditions	Chapter 11 <b>Discussion forum #8</b> posting due Apr 7 and reply due Apr 8– both end of day  <b>Quiz #7</b> (covers Chs 9-11) - due Apr 8 end of day
12	Apr 9-Apr 15	Mental Health	Chapters 12 <b>Quiz #8</b> (covers Chs 9-12) - due Apr 15 end of day
<b>PART FOUR : INTERPERSONAL AND SOCIAL DIMENSIONS OF WOMEN’S HEALTH</b>			
13	Apr 16-Apr 22	Substance Use	Chapter 13 <b>Discussion forum #9</b> posting due Apr 21 and reply due Apr 22– both end of day  <b>Quiz #9</b> (covers Chs 9-13) - due Apr 22 end of day
14	Apr 23-Apr 29	Violence, Abuse, and Harassment	Chapter 14 <b>Quiz #10</b> (covers Chs 9-14) - due Apr 29 end of day
15	Apr 30-May 6	Women in the Workforce	Chapter 15  <b>Discussion forum #10</b> posting due May 5 and reply due May 6– both end of day
16	May 7-May 13	<b>Final Exam (Chapters 9 – 15)</b>	Exam via Blackboard

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students <sup>[1]</sup><sub>SEP</sub>

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**