

**GEORGE MASON UNIVERSITY**  
School of Recreation, Health and Tourism  
Spring 2012  
HEAL 327: Women's Health (3) Section: 5P1

|                  |                        |           |                         |
|------------------|------------------------|-----------|-------------------------|
| DAY/TIME:        | Monday/4:30-7:10 p.m.  | LOCATION: | FFX/Science Tech I #129 |
| PROFESSOR:       | Ms. Cindy Pavell, M.S. | EMAIL:    | cpavell@cox.net         |
| OFFICE LOCATION: | Classroom              | PHONE:    | 703-298-8198            |
| OFFICE HOURS:    | By appointment only    |           |                         |

**PREREQUISITES:**

None

**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 OBJECTIVES:**

At the completion of this course, students will be able to:

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.

**NATURE OF COURSE DELIVERY**

Face to face. Attendance is required.

**REQUIRED READINGS:**

*Contemporary Women's Health: Issues for Today and the Future*, Kolander, 3<sup>rd</sup> edition, 2008

## EVALUATION/GRADING SCALE:

| <u>Assignments</u>                                  | <u>Points</u>     | <u>Grading Scale</u>   |
|-----------------------------------------------------|-------------------|------------------------|
| Attendance (2)                                      | 22                | A = 94-100 (409 - 435) |
| 5 Weekly (4 points each)                            | 20                | A- = 90-93 (392 - 408) |
| 7 Quizzes (top 5, 10 points)                        | 50                | B+ = 88-89 (383 - 391) |
| 6 Exit Activities (3 points)                        | 18                | B = 84-87 (365 - 382)  |
| Two 2-Minute Articles<br>(10 points each)           | 20                | B- = 80-83 (348 - 364) |
| Group Presentations                                 | 20                | C+ = 78-79 (339 - 347) |
| 3 Personal Health Booklet Checks<br>(5 points each) | 15                | C = 74-77 (322 - 338)  |
| Personal Health Booklet                             | 30                | C- = 70-73 (305 - 321) |
| 3 Exams (80 points each – includes<br>Final)        | 240               | D = 60-69 (261 - 304)  |
|                                                     | <b>TOTAL: 435</b> | F = 260 or less        |

### 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 |             |

### ATTENDANCE: (2 points each class)

- \*Students are expected to arrive on time to each class. There will be a five minute grace period. After said grace period, you will not receive attendance points.
- \*Excused absences, for medical or any other reason, will be granted only with written proof.
- \*Student Athletes: Excused absences will be granted to student athletes who provide **advance** notice (**at least one week**) for their participation in athletic events.
- \*Excused absences will also be granted for **advance** notice of observation of religious holidays recognized by the university.
- \*It is your responsibility to provide written proof for an excused absence; if not provided, it will be an unexcused absence and any missed work will not be accepted.**
- \*Please keep in mind that when you make a choice not to attend class, it is your responsibility to contact a classmate for any missed notes, work assigned, or group task.

### WEEKLY ASSIGNMENTS (4 points each)

- \*There will be 5 weekly assignments. These are not major tasks. \*Any written assignments must be typed and stapled or you will not receive credit.
- \*DO NOT ACCEPT ANY ASSIGNMENTS THROUGH EMAIL.**
- \*If you are going to be absent, email to a classmate and have them bring the hard copy to class.

### QUIZZES (10 points each)

- \*There will be **7 unannounced** quizzes, so be sure to read the chapter assigned before coming to class.
- \*I will only count your best 5 quiz grades.
- \*The quizzes will contain a mixture of 10 multiple choice and true/false questions.
- \* There are no make-ups for quizzes, even for excused absences.**

## EXIT TICKETS (3 points each)

- \*These are “active learning” activities that will be done during class time.
- \*Points are not guaranteed just because you are in class.
- \*Six exit tickets will be given.

## 2-MINUTE ARTICLES (10 points each)

- \*Throughout the semester you will be asked to find a **reputable** research journal article and present the information to class as it applies to the chapter assigned.
- \*You will be doing 2 of these presentations.
- \*Do your best to stay within the 2-minute limit
- \***Know your information** – DO NOT READ OFF WRITTEN NOTES
- Red** = Chapters 5, 9
- Green** = Chapters 6, 10
- Blue** = Chapters 7, 11
- Purple** = Chapters 8, 12

## GROUP PRESENTATIONS (20 points)

- \*Students will be partnered into small groups based on class size.
- \* Each group will present current information, using reputable journals, books, etc., on an instructor approved subject.
  - Each member of the group must present a portion of the presentation
  - Know your information** – do not read it.
- \*Visual aids **must** be used. DVD of presentation allowed.
- \*Groups will present an outline of presentation & material **2 weeks prior** to presentation.
- \*Reference page AND outline of presentation required – due on the date of presentation and presented to Professor **prior** to presentation.
- \*Length of presentation: 8 – 12 minutes. **The group will lose a letter grade if not within this time limit of 8 – 12 minutes.**

## PERSONAL HEALTH BOOKLET (30 POINTS)

- \*Five Chapters – each chapter is a different subject (these are your own chapters, not chapters from the book- although that is where you are getting your topics).
- \*Topic of each chapter is based on any subject, which interests you, which is covered in the text.
- \*Must be in 3-ring notebook with dividers between each chapter, and each chapter labeled.
- \*You must include the following 3 sections in each chapter in this order - **you must have all three sections in each chapter:**

- 1) **Introductory Page** – States why the chosen topic interests you; this should not be longer than 2-4 paragraphs. Use “I” statements. **This is not information on the topic.**
- 2) **Information Section/Pages** – this is the information portion about each topic. Use your references to support the topic. Length 3- 4 pages, double-spaced, 1” margins, and 12-point font.
- 3) **Reference Page & Sources** - A journal article/s that supports your information – at least 2 articles/sources but no more than 4 sources per chapter (Hence, at least 10 source articles). You may use .org, .edu, or .gov at internet sources. **You must supply the original source article**...not an article that lists the source. Site the source throughout the paper. Example: ...bbbb (Drake, p.123).

- \*Paper needs to be typed in 12-point font, with 1” margins, and double-spaced. Papers will be in APA style and will reflect the collegiate level of education - especially in reference to style, grammar, and spelling.

## PERSONAL HEALTH BOOKLET CHECKS (5 POINTS EACH)

\*These are checkpoints to ensure your Health Booklet is being developed and to help you with the process.

Checkpoint # 1 – Pick 5 topics.

Checkpoint # 2 – Write the introduction for all 5 chapters.

Checkpoint # 3 – Find & print at least 2 sources for each chapter.

## EXAMS (80 POINTS EACH)

\*Each exam will be a mix of multiple choice, true/false, and matching.

| DATE                            | TOPIC/READING                                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 01/23/12<br>Week 1              | Introduction/Syllabus/ Consolidated Chapters 1 & 2                                                                                           |
| 01/30/12<br>Week 2              | Chapter 3 – <i>Developing a Healthy Lifestyle</i>                                                                                            |
| 02/06/12<br>Week 3              | Chapter 4 – <i>Enhancing Emotional Well-Being</i><br>Chapter 5 – <i>Managing Stress of Life</i><br>2-Minute Red # 1                          |
| 02/13/12<br>Week 4              | Chapter 6 – <i>Building Healthy Relationships</i><br>2-Minute Green # 1                                                                      |
| 02/20/12<br>Week 5              | Chapter 7 <i>Exploring Women’s Sexuality</i><br>Health Booklet Checkpoint # 1<br>2-Minute Blue # 1                                           |
| 02/27/12<br>Week 6              | <b>Exam I – Chapters 1, 2 (Power Point), 3, 4, 5, 6, 7</b>                                                                                   |
| 03/05/12<br>Week 7              | Chapter 8 – <i>Designing Your Reproduction Life Plan</i><br>Healthy Booklet Checkpoint # 2<br>2-Minute Purple #1                             |
| 03/12/12-<br>03/18/12<br>Week 8 | <b>SPRING BREAK</b>                                                                                                                          |
| 03/19/12<br>Week 9              | Chapter 9 – <i>Preventing Abuse</i><br>2-Minute Red # 2                                                                                      |
| 03/26/12<br>Week 10             | Chapter 10 – <i>Eating Well</i> ; Green 2-minute #2<br>Chapter 11 – <i>Keeping Fit</i> ; 2-Minute Blue # 2<br>Healthy Booklet Checkpoint # 3 |
| 04/02/12<br>Week 11             | <b>Exam II Chapters 8, 9, 10, 11</b>                                                                                                         |
| 04/09/12<br>Week 12             | Chapter 12 – <i>Using Alcohol Responsibility</i><br>2-Minute Purple #2                                                                       |

|                                                 |                                                                                                                                                        |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | Chapter 13 – <i>Making Wise Decisions About Tobacco, Caffeine, and Drugs</i>                                                                           |
| 04/16/12<br>Week 13                             | Chapter 14 – <i>Preventing and Controlling Infectious Diseases</i><br><b>GROUP PRESENTATIONS DUE (Group A)</b><br><b>HEALTH BOOKLETS DUE (Group B)</b> |
| 04/23/12<br>Week 14                             | Chapter 15 – <i>Preventing and Controlling Chronic Health Conditions;</i>                                                                              |
| 04/30/12<br>Week 15<br><b>Last Day of Class</b> | <b>GROUP PRESENTATIONS DUE (Group B)</b><br><b>HEALTH BOOKLETS DUE (Group A)</b>                                                                       |
| <b>Final Exam III</b><br>Mon. 05/14/12          | <b>Chapters 12, 13, 14, 15</b><br><b>Monday 4:30 p.m. – 7:10 p.m.</b>                                                                                  |

This syllabus is not written in stone and is subject to change. There is no extra credit.

**You are responsible for keeping track of your points. Do not question your points AFTER final has been given.**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide

range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

**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.

