

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 331 – Men’s Health (3)  
Spring, 2014

DAY/TIME:	R/7:20-10:00 PM	LOCATION:	Enterprise 274
INSTRUCTOR:	Diana Karczmarczyk, PhD, MPH, MCHES	EMAIL ADDRESS:	dkarczma@gmu.edu
OFFICE LOCATION:	N/A	PHONE NUMBER:	571-318-5400 (w)
OFFICE HOURS:	By appointment only	FAX NUMBER:	N/A

PREREQUISITES

None

COURSE DESCRIPTION

Examines the societal, economic, cultural, and gender influences that shape men’s health beliefs and practices. Explores specific health issues unique to men such as accessing health care, healthy relationships, domestic abuse, prostate cancer, and alcohol use. Critically examines literature and media to identify interventions within a masculinity framework to improve men's health outcomes. Identification of positive outcomes of healthy men at home, work, and in society.

COURSE OBJECTIVES

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

1. Identify and explain key health issues for males from a domestic as well as an international perspective.
2. Clearly articulate the top causes of death for men across all races in the US.
3. Recognize physiological and psychological ramifications of communicable and chronic diseases that affect men, including sexually transmitted diseases, heart disease, diabetes, kidney disease, Alzheimer’s disease and cancer.
4. Critically describe masculinity theory and the impact of masculinity on health.
5. Identify resources and strategies that promote health in the male population.
6. Understand mental illness among men from a multi-cultural and multi-disciplinary perspective.
7. Synthesize the characteristics of a healthy and an unhealthy relationship.
8. Describe the unique substance abuse issues experienced by men including alcohol, drugs, smoking and performance enhancing drugs in sports and the social and physical consequence.
9. Clearly articulate the multitude of factors affecting eating and exercise habits in men, including body image, dieting practices and eating disorders.

REQUIRED READINGS

Broom, A., & Tovey, P. (Eds.). (2009). *Men’s health: Body, identity and social context*. West Sussex, United Kingdom: Wiley-Blackwell.

\* Additional readings will be available on Blackboard

EVALUATION

<u>Requirements</u>	<u>Points</u>
“Research and Resources” Paper	30
Book Review & Class Presentation ( <i>up to 20 points each</i> )	40
Journal Assignments ( <i>5 due at up to 6 points each</i> )	30
Attendance and class participation	30
Final Exam - Multiple choice & short answer exam	50

**“Research and Resources” Paper:** This paper is an opportunity to explore a leading cause of death for males in the US. Choose from one of the following leading causes of death identified by the CDC: heart disease, cancer, unintentional injuries, chronic lower respiratory disease, stroke, diabetes, suicide, influenza and pneumonia, kidney disease or Alzheimer’s disease. For the chosen topic, incorporate at least 3 scholarly articles and at least 3 national resources geared for consumers as a resource. Submit a 5-7 page discussion paper using APA format to include:

- Relevance of the topic (include background, epidemiology, statistics)
- Specific issues addressed in the research
- Resources offered to the consumer by national organizations or other resources that provide education, advocacy and/or support

Papers will be evaluated on addressing the content, thoroughness, consistency, citations, and organization. Papers received after the deadline will receive a .5 point deduction per day.

**Book Review and Class Presentation:** Read a book addressing at least one the top health issues facing men. A listing of pre-approved books will be posted on Blackboard. Students will be required to submit a book title for approval (if the book is not on the pre-approved list in Blackboard). The 5-7 page paper should address the following:

- The topic(s) addressed by the author
- What are the strengths of the book?
- What are the lessons learned from the book?
- Why should someone read this book?
- What would improve the book?

Papers will be evaluated on the organization of the paper, and the quality of the content. Students will also prepare a 5-7 minute presentation of their book review for the class. Presentations will be evaluated on content, creativity and overall delivery. Papers received after the deadline will receive a .5 point deduction per day.

**Journal Assignments:** Five journal entries are due throughout the course. These will be assigned in response to class discussions and readings. Each journal entry will have at least 2 questions (or prompts) to address. Journal entries should be 1-2 page responses. The journal assignments are graded on a pass/fail scale. Journal entries will either be scored as a 6/6 for completed journals or 0/6 for journal assignments that are not submitted. The journals are an opportunity to reflect, ask questions and respond to the materials presented in class and readings. Late journals will receive a 0/6.

**Attendance and Class Participation:** This class will include regular class discussions, guest speakers and interactive learning activities. Student participation and attendance is critical and expected. Grading includes 2 points possible for each class attended. Of these two points, one point is for arriving on time and staying for the entire class sessions unless excused prior to the class by the Instructor. Participation in class is evaluated on being active in class discussions and activities. Sleeping in class is not an acceptable form of participation. Students who arrive late or leave early are only eligible for a maximum of 1 point per class.

**Final Exam:** There will be one exam due in the course. The exam will consist of multiple choice and short answer questions based on the readings, materials shared on Blackboard and class discussions.

**OPTIONAL Extra Credit:** There will be at least one optional extra credit opportunity offered during the course. Details for the extra credit will be posted on Blackboard and announced in class. Extra credit opportunities will be for a maximum of 3 points each.

### **Grading Scale**

The final grade will be determined based on the following point scale.

180 points to 169 points = A

168 points to 162 points = A-

161 points to 158 points = B+

157 points to 151 points = B  
 150 points to 144 points = B-  
 143 points to 140 points = C+  
 139 points to 133 points = C  
 132 points to 126 points = C-  
 125 points to 108 points = D  
 107 points to 0 points = F

Grading Scale by %

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	

**TENTATIVE COURSE SCHEDULE**

<b>Week 1: 1/23</b>	<b>Topic: Introduction to Men’s Health</b>	<b>Read Introduction &amp; Chapter 1</b>
<b>Week 2: 1/30</b>	<b>Topic: Help-Seeking Behavior and Masculinity</b>	<b>Read Chapter 3</b>
<b>Week 3: 2/6</b>	<b>Topic: Chronic Diseases</b> <i>Special Guest Speaker: Ben Rubenstein</i>	<b>Read Chapter 2 &amp; Chapter 4</b> <b>Journal # 1 due</b>
<b>Week 4: 2/13</b>	<b>Topic: Male Anatomy</b> <b>Topic: Sexual Health</b>	<b>Read Chapter 5 &amp; articles posted on Blackboard</b>
<b>Week 5: 2/20</b>	<b>Topic: Healthy Relationships</b> <b>Topic: Fatherhood</b>	<b>Read articles posted on Blackboard</b> <b>Journal # 2 due</b>
<b>Week 6: 2/27</b>	<b>Topic: Mental Health</b>	<b>Read Chapter 7</b>
<b>Week 7: 3/6</b>	<b>Topic: Drugs &amp; Alcohol</b>	<b>Read Chapter 6 &amp; articles posted on Blackboard</b> <b>Journal # 3 due</b>
<b>Week 8: 3/13</b>	<b>Spring Break- Enjoy!</b>	<b>NO CLASS</b>
<b>Week 9: 3/20</b>	<b>Topic: Violence</b>	<b>Read articles posted on Blackboard</b>
<b>Week 10: 3/27</b>	<b>Topic: Nutrition</b>	<b>Read articles posted on Blackboard</b> <b>“Research and Resources” Paper due</b>
<b>Week 11: 4/3</b>	<b>Topic: Sports and Body Image</b> <b>Topic: Physical Activity &amp; Yoga</b>	<b>Read Chapter 8 &amp; articles posted on Blackboard</b>
<b>Week 12: 4/10</b>	<b>Topic: Policies, Organizations and Resources</b>	<b>Read articles posted on Blackboard</b> <b>Journal # 4 due</b>
<b>Week 13: 4/17</b>	<b>Book Reviews</b>	<b>Book Review Presentations</b>
<b>Week 14: 4/24</b>	<b>Topic: Immigrant Health</b> <b>Topic: Homelessness</b>	<b>Read Chapter 9&amp; articles posted on Blackboard</b>

		<b>Book Review (paper) due</b>
<b>Week 15: 5/1</b>	<b>Topic: Research on Men's Health and Next Steps</b>	<b>Read Chapter 10 Journal # 5 due</b>
<b>Week 16: 5/8</b>	<b>Final Exam</b>	<b>Via Blackboard</b>

*Note: Faculty reserves the right to alter the schedule as necessary.*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

