

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 331 001 – Men's Health (3)
Spring 2015

DAY/TIME:	R/4:30-7:10 PM	LOCATION:	Robinson B 203
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.

CLASSROOM POLICIES

- Please be on time to class. If a student needs to come in late- please do so quietly as to not disrupt others. It is expected that students attend all classes. Failure to attend will result in missed points that will result in a lower course grade. **REQUESTS** for exceptions must be submitted in writing to the Instructor prior to missing class.
- This class has a **REQUIRED** Blackboard component. It is important that students check Blackboard for important announcements, assignments and to access the final exam.
- Weather related announcements for class will be posted on the Blackboard page and communicated through Blackboard as well as by the Mason administration.

- Be an active participant- listen, ask questions, and share ideas. Active participation that will help to make this class more valuable. Sleeping in class is not a form of participation and students will be asked to leave.
- Complete all assignments on time. All written assignments are due at the beginning of class. Work must be submitted through Blackboard or turned in at the start of class as a hard copy. Assignments received after the deadline will receive a .5 point deduction per day.
- Type, spell check and proofread all papers. All papers must be typed with a font size of 12 points and a margin of 1 inch. All work must be double-spaced. Papers that are not in this format will receive a deduction in points. Grading rubrics for each assignment will be posted on Blackboard.
- All work in this class must be your own. Use appropriate citation in work that is referenced.
- Students may bring food and drink items to class, but please take all personal trash at the end of the class and dispose of properly.
- Cell phones must be muted or turned off during class. Please do not answer any calls in class or send/read any text messages. Video recording or taking pictures of any lecture is only allowed with the approval of the Instructor. Audio recording of lectures is allowed.
- Due to feedback from previous classes, laptops should not be used in this class. Students have used laptops in the past for checking emails, surfing the internet and completing other coursework while class was in session and this is very disruptive to others. The nature of this class is not conducive to using laptops because the class consists of small and large group discussions on a regular basis. If a student feels as though they need an exception made for them to succeed in the class then they should speak to the Instructor personally.

REQUIRED READINGS

Broom, A., & Tovey, P. (Eds.). (2009). *Men's Health: Body, Identity and Social Context*. West Sussex, United Kingdom: Wiley-Blackwell.

Rubenstein, B. (2011). *Twice: How I Became a Cancer-Slaying Super Man Before I Turned 21*. Bethlehem, PA: Woodley Books.

* Additional readings will be available on Blackboard

EVALUATION

<u>Requirements</u>	<u>Possible Points</u>
“Research and Resources” Assignment	20
“ Reflection and Questions for the Author” Assignment	20
Journal Assignments (<i>4 due at up to 5 points each</i>)	20

Book Review & Class Presentation (<i>up to 20 points each</i>)	40
Attendance and class participation	30
Final Exam - Multiple choice & short answer exam	50
TOTAL POSSIBLE POINTS	180

“Research and Resources” Assignment: This assignment 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. Students will review at least 5 sources including websites, newspapers, journals, periodicals, toll-free numbers for consumers, and state/local organizations to develop an [annotated bibliography](#) that includes a summary, assessment and reflection of the information.

Assignments will be evaluated on addressing the overall content, thoroughness, grammar/spelling, citations, and organization. Samples are available at <https://owl.english.purdue.edu/owl/resource/614/03/>.

“Reflection and Questions for the Author” Assignment: This assignment is an opportunity to read the book *Twice: How I Became a Cancer-Slaying Super Man Before I Turned 21*. Students will then submit a 4-5 page paper addressing specific reflection questions provided on Blackboard. In addition, students are asked to develop at least 5 questions for the author. The questions can be based on the content of the book or questions about his career, personal life & perspectives on men’s health. Assignments will be evaluated on the overall content of the responses provided, thoroughness of the reflection, grammar/spelling, and creativity of the questions for the author.

Journal Assignments: Four journal entries are due throughout the course. These will be assigned in response to class discussions, video clips, and readings. Each journal entry will have at least 3 questions (or prompts) to address. Journal entries should be 2-3 page (double spaced) responses. Journal entries will either be scored as a 5/5 for completed journals or 0/5 for journal assignments that are not submitted. The journals are also an opportunity to reflect, ask questions and respond to the materials presented in class and readings. It is expected that journals are grammatically sound, meet the page length and address one of the required prompts. Journals that do not meet these requirements may have additional points deducted. Late journals will not be accepted since topics will be posted at least 2 weeks prior to the deadline. Please plan accordingly.

Book Review Paper and Class Presentation: This assignment is an opportunity to read a book addressing health issues facing men, submit a paper, and present the review to the class.

A listing of suggested books will be posted on Blackboard. Students must read the book during the semester that the course is offered. Students will be required to submit the book title for approval on Blackboard. The 5-7 page (double spaced) paper should address the following:

- Why was this book chosen for the review?
- What topic(s) is/are addressed by the author?
- What are the strengths of the book?
- What are the lessons learned from the book?
- What would improve the book?

- Why should someone read this book?

Assignments will be evaluated on addressing the overall content, thoroughness, grammar/spelling, and organization.

Students will also prepare a 5-7 minute presentation of their book review for the class. A sample presentation will be provided to the class for review. Anonymous feedback will be collected from the entire class and consolidated by the instructor for each student. Presentations will be evaluated on content, creativity, peer feedback and overall delivery.

Attendance and Class Participation: This class will include regular class discussions, guest speakers and interactive learning activities. Student participation and attendance for all classes is critical and expected. Grading includes 2 points possible for each class attended. Participation in class is evaluated on being active in class discussions and activities. Sleeping in class is not an acceptable form of participation. An official note is required from students who miss class due to University sanctioned responsibilities. Failure to attend will result in missed points that will result in a lower course grade. Requests for exceptions must be submitted in writing to the Instructor prior to missing 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

Week 1: 1/22	Topic: Introduction to Men’s Health	Read Introduction & Chapter 1
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***	<i>Note: The last day to add classes is 1/27</i>	***
Week 2: 1/29	Topic: Help-Seeking Behavior and Masculinity	Read Chapter 3
Week 3: 2/5	Topic: Male Anatomy	Read articles posted on Blackboard <i>Journal # 1 due</i>
Week 4: 2/12	Topic: Sexual Health	Read Chapter 5 & articles posted on Blackboard
Week 5: 2/19	Topic: Chronic Diseases	Read Chapter 2 & Chapter 4 <i>“Research and Resources” Assignment due</i>
Week 6: 2/26	Topic: Nutrition	Read articles posted on Blackboard <i>Journal # 2 due</i>
Week 7: 3/5	Topic: Mental Health	Read Chapter 7 <i>“Reflection and Questions for the Author” due</i>
***	<i>No class on 3/12 due to Spring Break</i>	***
Week 8: 3/19	Topic: Healthy Relationships Topic: Fatherhood	Read articles posted on Blackboard <i>Journal # 3 due</i>
Week 9: 3/26	Topic: Sports and Body Image Topic: Physical Activity	Read Chapter 8 & articles posted on Blackboard <i>Book Review Presentations</i>
Week 10: 4/2	Topic: Violence Topic: Prisons	Read articles posted on Blackboard <i>Book Review Presentations</i>
Week 11: 4/9	Topic: Tobacco, Marijuana & Alcohol	Read Chapter 6 & articles posted on Blackboard <i>Book Review Presentations</i>
Week 12: 4/16	Topic: Environmental Health	Read articles posted on Blackboard <i>Book Review Presentations Book Review (paper) due</i>
Week 13: 4/23	Topic: Immigrant Health	Read Chapter 9 & articles posted on Blackboard <i>Journal # 4 due</i>

Week 14: 4/30	Topic: Aging Topic: Research on Men's Health	Read Chapter 10 & articles posted on Blackboard
Week 15: 5/7	Final Exam	**Via Blackboard

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/the-mason-honor-code-2/>]
- 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.

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.

