

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 327 – 001 — Women’s Health (3 credits)
Spring 2015

DAY/TIME:	Monday, 4:30-7:10 p.m.	LOCATION:	Robinson Hall B224
INSTRUCTOR:	Amanda Gordon, M.S.	EMAIL ADDRESS:	agordon8@gmu.edu
OFFICE HOURS:	By appointment ONLY	CELL NUMBER:	646-326-9863 (call or text)

PREREQUISITES/COREQUISITES

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

By the end 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.

Further, upon completion of this course, students will meet the following professional accreditation standards:

COURSE OVERVIEW/CLASS POLICIES

- Students are expected to be on time, attend all class meetings, do the readings, and be prepared to participate in class discussions. If you need to come in late for any reason, please do so quietly so as not to disturb your classmates. If you need to leave early, please let me know before the beginning of class.
- Be an active participant. Participation makes this class a more valuable experience for everyone. Sleeping is not an active form of participation. If you are sleeping in class, you will be asked to leave.
- Be respectful of others and their belief systems, and help to create a safe environment where people feel comfortable sharing information. Disrespect will not be tolerated.
- **Make-up exams will only be given in the case of extreme circumstances.** These circumstances must be documented in detail. If a student misses an exam due to a circumstance that is not extreme (e.g., it is a beautiful day out and you can’t bear the thought of coming to class), then it is at the instructor’s discretion whether or not the exam will be given and what automatic point deduction will occur for missing the original exam date.

- **Late work will NOT be accepted.** Extenuating circumstances will be determined by instructor.
- All assignments that include sources should have in-text citations and a References list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (i.e., books, articles, websites) is unacceptable and will result in a zero. All sources cited must be **reputable sources of information**. These include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies. Wikipedia will not count as a source. If you have questions about what is considered a reputable source, please come and talk to me.
- You are free to bring in food and drinks, as long as you throw your trash away.
- In the event of inclement weather or any other emergency, follow the decision of the University. Please check the university website for any weather-related cancellations. In the event of class cancellation, students will be contacted via email about rescheduling, assignments due, etc.
- Blackboard will be used for posting course files, rubrics, readings, and assignments and communicating with the class. It is your responsibility to check the course site on a regular basis for updates to the syllabus, readings, etc.
- The use of cell phones during class is NOT allowed, and cell phones must be turned off or muted. Please do not answer phone calls or send/read text messages during class, as it is very distracting to others. If you are expecting an important phone call and know that you may need to step out to take it, please let me know before class. Otherwise, please make calls and send texts before or after class, or on the break.
- The use of laptops during class is NOT allowed, as this has proven to be quite disruptive in the past. Students sometimes use their laptops to check email, visit social media sites, etc., and therefore, their engagement in class is diminished. Laptops are not needed for this class, as much of the class revolves around activities and large and small group discussions. If a student feels they need an exception made, please come and speak to me on an individual basis.

NATURE OF COURSE DELIVERY

Face to face; attendance is required.

REQUIRED READINGS

Lewis Alexander, L., LaRosa, J. H., Bader, H., Garfield, S., & James Alexander, W. (2014). *New Dimensions in Women's Health* (6th ed.). Burlington, MA: Jones & Bartlett Learning, LLC.

Additional readings will be posted on Blackboard throughout the semester.

EVALUATION

This course will be graded on a point system, with a total of 200 possible points.

Requirements	Point Value
In-Class Reflections and Attendance (10 reflections at 3 points each)	30 pts.
Media Analysis	25 pts.
Group Presentation	45 pts.
Mid-Term	50 pts.
Final Exam	50 pts.
TOTAL:	200 pts.

Grading Scale

187 pts. or above	A (94 and above)
186 – 179 pts.	A- (90-93)
178 – 175 pts.	B+ (88-89)
174 – 167 pts.	B (84-87)

166 – 159 pts.	B- (80-83)
158 – 155 pts.	C+ (78-79)
154 – 147 pts.	C (74-77)
146 – 139 pts.	C- (70-73)
138 – 135 pts.	D+ (68-69)
134 – 127 pts.	D (64-67)
126 pts. and below	F (63 and below)

In-Class Reflections and Attendance (3 points each – 30 total points):

Students are expected to attend class regularly and fully participate in class activities and discussions. There will be 10 unannounced in-class journals that will take place in the middle or the end of the class. You will be asked to respond to a specific activity or question based on the required reading for the week in no more than 1 page. Students who are not present when the journal is offered will not be able to make it up. *Exceptions will only *be considered* for requests received in advance by the instructor.

Media Analysis (25 points):

Students will pick **three** media examples portraying women and discuss how each example impacts women’s health. The paper should include answers to the following questions:

- How are women represented in this example? What stereotypes are being displayed?
- How might the media example impact women as well as others who may be viewing it?
- What impact does this portrayal have on women’s health?

Media examples may include images (e.g., advertisements), song lyrics, videos/movies/TV shows, etc. Please include *either* a link to the example OR a copy of the example with the paper (examples not included in page limit). **The paper should be 3-5 pages, double-spaced, and must use Times New Roman, 12-point font size, with 1-inch margins on all sides. A cover sheet should be included but not as one of the 3-5 pages.**

Grades will be based on content (did you respond to the three questions and pick three media examples), inclusion of links or copies of the three examples, inclusion of a reference page and in-text citations (if applicable), organization and structure, format (page limit, double-spaced), and grammar, punctuation and spelling.

Group Presentation (45 points):

Students will be put into small groups based on class size. Each group will be assigned an age group to focus on: Adolescents, Young Adults, Mid-Life, or Seniors. Groups will then choose a health topic that is applicable to their assigned age group. Groups will research this topic and develop a 20-minute presentation answering the following questions:

- Why is your topic important to women’s health and specifically girls/women in your assigned age group?
- How does the health topic impact women in your assigned age group?
- What can be done about this health issue? (prevention, treatment, etc.)

Presentations should be creative, as this will be part of your grade. In addition to the presentation, groups must create a one-page fact sheet about the health topic to be handed out to the class. At least 5 references in APA style should be included for the fact sheet and presentation. References must be reputable sources (please refer to “course overview/class policies”), and one of the references **MUST** be your textbook.

Each person in the group is responsible for a portion of the oral presentation. Presentations will take place on the last day of class. Groups must hand in a copy of the presentation (e.g., PowerPoint, game, etc.) and the fact sheet. Grades will be based on creativity, content, grammar, punctuation and spelling, format (e.g., references), and presentation skills. All group members will receive the same group grade unless there are unique extenuating circumstances. Should this be the case, I will have the final say in grades for your group presentation.

Exams (50 points each):

A mid-term and final exam (non-cumulative) will be given to assess your understanding and knowledge of course materials. They will both be taken on Blackboard; on the day of the midterm and final exam, students will not come to class. Students must log on during the specified time frame to complete the exam. Both exams will be multiple choice and based on information from the text, readings, and materials discussed during lectures.

Optional Extra Credit (up to 5 points):

Students will have an opportunity during the first day of class to sign up for a class session/topic on which they would like to find a “current event” and write a 1-2 page reaction paper. For this assignment, students must find a recent article (within the last 6 months) related to the topic for which they have signed up. Students will give a short presentation in class on the day we are discussing their chosen topic, summarizing the article’s main points AND their reflections on the article itself. These presentations should be no more than 5 minutes in length. Students should post the article of their choosing as well as their reaction paper on Blackboard on or before the day they present.

TENTATIVE COURSE SCHEDULE

DATE/WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
01/26 Week #1	Introductions/Syllabus Review Overview of Chapter 1	Chapter 1
02/02 Week #2	Chapter 2 – <i>Economics of Women’s Health</i> Chapter 3 – <i>Health Promotion and Disease Prevention</i>	Chapters 2 and 3
02/09 Week #3	Chapter 4 – <i>Sexual Health</i>	Chapter 4
02/16 Week #4	Chapter 5 – <i>Reproductive Health</i>	Chapter 5
02/23 Week #5	Chapter 6 – <i>Pregnancy and Childbirth</i>	Chapter 6
03/02 Week #6	Chapter 7 – <i>Sexually Transmitted Infections</i>	Chapter 7
03/09	No Class: Spring Break!	
03/16 Week #7	Midterm (Chapters 1-7)	Exam via Blackboard
03/23 Week #8	Chapter 8 – <i>Menopause and Hormone Therapy</i>	Chapter 8
03/30 Week #9	Chapter 9 – <i>Nutrition, Exercise, and Weight Management</i> Chapter 10 – <i>Understanding and Preventing Cardiovascular Disease and Cancer</i>	Chapters 9 and 10
04/06 Week #10	Chapter 11 – <i>Other Chronic Diseases and Conditions</i> Chapter 12 – <i>Mental Health</i>	Chapters 11 and 12 Media Analysis Due
04/13 Week #11	Chapter 13 – <i>Substance Use</i>	Chapter 13
04/20 Week #12	Chapter 14 – <i>Violence Abuse and Harassment</i>	Chapter 14
04/27 Week #13	Chapter 15 – <i>Women in the Workforce</i>	Chapter 15 Optional Extra Credit Due
05/04 Week #14 Last day of class	Group Presentations/Course Evaluations	Copy of Presentation and Fact Sheet Due
05/11 Week #15 4:30pm-7:15pm	Final Exam (Chapters 8 – 14) *Students are required to be available on the scheduled day set by the university. This is not negotiable.	Exam via Blackboard

Note: Faculty reserves the right to alter the schedule or syllabus as necessary. Changes will be announced in class. The instructor is not obligated to modify changes to syllabus posted on Blackboard or email students the revised syllabus. It is the responsibility of the students to attend class on a regular basis in order to stay up-to-date on assignments, due dates, and changes.

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.

