

**George Mason University**  
**College of Education and Human Development**  
**School of Recreation, Health, and Tourism**  
HEAL 327 (001) - Women's Health  
3 Credits, Fall 2016  
Wednesday, 4:30–7:10pm Robinson Hall A101 Fairfax campus

**Faculty**

Name: Avinash Patwardhan, M.D.  
Office hours: After the class hours at the course location, or by appointment (email)  
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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**

Not applicable.

**Course Delivery Method**

This course will be delivered using a lecture format.

**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**

Upon completion of this course, students will have met the following professional standards:

Not applicable.

### **Required Texts**

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 may be posted on Blackboard throughout the semester.

### **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).

#### **• Assignments and Examinations**

In-Class Reflections and Attendance (6 points each – 30 total points):

Students are expected to attend class regularly and fully participate in class activities and discussions. There will be 5 unannounced in-class or to be done at home, journals and/or exercises and/or review-write assignments that will take place during the class or will be announced during class. Depending on the activity, you will be asked to participate in an exercise and/or 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/exercise/assignment is offered will not be able to make it up. Exceptions will only be considered for requests received in advance by the instructor.

Group Presentation (20 points):

Students will be put into small groups based on class size (about 3 or 4 students per group). Each group will be assigned one chapter to focus on from the assigned text (Chapters 1-15) and prepare a 15 to 20 minutes interactive session pertaining to the chapter. There should be an additional 5-10 minutes question & answer session. The presentation may include an interactive presentation, small group activity, large group activity, playing a game and/or watching a film and having a discussion, etc. Presentations should be creative, as this will be part of your grade.

Your interactive session should answer the following questions:

- Why is your topic important to women's health?
- How does the health topic impact women in the following age groups: Adolescents, Young Adults, Mid-Life, or Seniors?
- What can be done about this health issue? (Prevention, treatment, etc.)?

This activity will be graded by your peers. Prior to your presentation, each class member will receive a scoring form that they will complete and turn in at the end of class. The presenters will also grade themselves and their co-presenter(s). All scores will be tallied and averaged to obtain your overall score.

Each person in the group is responsible for a portion of the oral presentation. Presentations will take place on the date given in the schedule. Grades will be based on creativity, content, and presentation skills and the provided rubric will be used to evaluate. 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. Though I will use the rubric (see at the end of the syllabus) to help me evaluate more objectively, I will have the final say in total grades.

Exams (25 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. These are online exams but they are in-class exams. Therefore, students will come to class. After exam one, there is a class and portion will be covered. Students must log on during the specified time frame to complete the exam. Question format will be multiple choice, matching, true/false, short answer, and fill-in-the-blank and short essay questions. They will be based on information from the text, readings, and materials discussed during lectures.

- **Other Requirements**

- 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.
- 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 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.
- 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.
- Email is the primary method of communication between students and faculty. All emails will be returned within 24 hours.
- Cell phone use is not allowed in the class. Laptop must be used only for the class purposes only.

• **Course Performance Evaluation Weighting**

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

<b>Requirements</b>	<b>Point Value</b>
In-Class Reflections and Attendance (10 reflections at 3 points each)	<b>30 points</b>
Group Presentation	<b>20 points</b>
Mid-Term	<b>25 points</b>
Final Exam	<b>25 points</b>
<b>TOTAL:</b>	<b>100 points</b>

**Grading Policies**

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

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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### **Class Schedule**

<b>Week</b>	<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Reading (Alexander et al.) during the week for the following class</b>	<b>During class activity/other/notes</b>
<b>1</b>	<b>1</b>	<b>08/31</b>	Introductions/Syllabus Review Chapter 1 – Introduction to Women's Health	Chapter 1	
<b>2</b>	<b>2</b>	<b>09/07</b>	Chapter 1 – Introduction to Women's Health	Chapter 2-3	
<b>3</b>	<b>3</b>	<b>09/14</b>	Chapter 2 – Economics of Women's Health Chapter 3 – Health Promotion and Disease Prevention	Chapter 4	
<b>4</b>	<b>4</b>	<b>09/21</b>	Chapter 4 – Sexual Health	Chapter 5	Group 1 presents Chapter 4

<b>5</b>	<b>5</b>	<b>09/28</b>	Chapters 4 and 5 – Sexual Health, Reproductive Health	Chapter 6	Group 2 presents Chapter 5
<b>6</b>	<b>6</b>	<b>10/05</b>	Chapters 5 and 6 – Reproductive Health and Pregnancy and Childbirth	Chapter 6	Group 3 presents Chapter 6
<b>7</b>	<b>7</b>	<b>10/12</b>	Chapter 6 – Pregnancy and Childbirth Tips for the exam	Chapters 1-6 and 7	
<b>8</b>	<b>8</b>	<b>10/19</b>	<b>Midterm (Chapters 1-6)</b> Chapters 7 – Sexually Transmitted Infections,	Chapters 8, 9	<b>Mid-term exam Chapters 1-6</b>
<b>9</b>	<b>9</b>	<b>10/26</b>	Chapters 8 – Menopause and Hormone Therapy Chapter 9 – Nutrition, Exercise, and Weight Management	Chapters 10, 11	
<b>10</b>	<b>10</b>	<b>11/02</b>	Chapter 10 – Understanding and Preventing Cardiovascular Disease and Cancer Chapter 11 – Other Chronic Diseases and Conditions	Chapter 12	
<b>11</b>	<b>11</b>	11/09	Chapter 12 – Mental Health	Chapters 13, 15	<b>Women’s Center presentation-</b> (Tentative) Group 4 presents Chapter 12
<b>12</b>	<b>12</b>	11/16	Chapter 13 – Substance Use Chapter 15 – Women in the Workforce	-	<b>WAVES presentation</b> Group 5 presents Chapter 13
<b>13</b>	-	11/23	No class – Thanksgiving Recess	No class Chapter 14	Happy Thanksgiving- Enjoy time
<b>14</b>	<b>13</b>	11/30	Chapter 14 – Violence Abuse and Harassment	Chapter 14	Group 6 presents Chapter 14
<b>15</b>	<b>14</b>	12/07	Chapter 14 – Violence Abuse and Harassment Summing up	Chapters 7-14	

			Course Evaluations		
<b>16</b>	<b>15</b>	12/14	Final Exam (Chapters 7 – 14) *Students are required to be available on the scheduled day set by the university. This is not negotiable.		<b>Final exam Chapters 7-14</b>

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

**Noteworthy dates:**

Tue Sep 06	Last day to drop class with no tuition penalty
Mon Oct 03 – Fri Oct 28	Selective Withdrawal Period
Wed Nov 23 – Sun Nov 27	Thanksgiving recess
Wed Dec 07	Last day of class
Mon Dec 14	Final exam during regular class hours

**Assessment Rubric(s)**

**Rubric for presentation:**

**Individual scores:**

Criteria	Outstanding- 5 pts	Good- 4 pts	Fair- 3 pts	Unacceptable- 1 pt
Other team members' feedback about your contribution in preparing the presentation	All team members endorse your contribution	Majority team members endorse your contribution	Endorsement is 50-50 among your team members	No one endorses your contribution
Presence on the stage on the day of the presentation	Present from the beginning to the end	Present but arrived late	Present in the class but not on the stage	Absent for the class/presentation (without approval or genuine reason)

**Team scores:**

Criteria	Outstanding- 5	Good- 4 pts	Fair- 3 pts	Unacceptable- 1
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	pts			pt
Presentation	Professional. Very good teamwork, synchronization and, equal participation	Impressive. Team work and participation good but synchronization lacking	Reasonable. Not enough team work or participation & poor synchronization	No team work, no equal participation, no synchronization
Timing	On time- neither too long nor too short	10% over or under the schedule	25% under or over the allocated time	No sense of timing. Is too short or too long
Innovativeness	Very creative & novel ideas	Reasonable creativity and innovation	Following established ideas	No innovation & not even following established ideas
Theoretical foundation	Solidly founded on the book chapter & or relevant scientific literature	Reasonably founded on the book chapter & or relevant scientific literature	Not founded on the book chapter & or relevant scientific literature but still convincing	Not founded on the book chapter & or relevant scientific literature and not convincing

The team scores will apply to every team member equally. The scores will be adjusted to make 20% of the total course grades.