George Mason University
College of Education and Human Development
HEAL 331

HEAL 331 DL1, **CRN: 21176** – Men's Health
3 Credits, Spring 2017, Distance Learning

Faculty
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Prerequisites/Corequisites
(None)

University Catalog Course Description
Examines socio-cultural influences on men's development and expression of health beliefs and practices. Explores health issues specific to men. Analyzes research literature on interventions to improve men's health.

Course Overview
This course meets the social/behavioral science requirement, one of the core requirements of the University General Education program: to help ensure that students are introduced to the broad range of intellectual domains that contribute to a liberal education. By gaining exposure to the subject matter and ways of knowing in a variety of fields, students will be better able to synthesize new knowledge, respond to fresh challenges, and meet the demands of a complex world. The overall goal of this course is to provide students with an understanding of the social and behavioral sciences. Students will be engaged in reasoning using the scientific method, the use of quantitative and qualitative information, and the analysis of empirical observations in relation to theory, among other methods. The development of major ideas in social science is also addressed. Expected learning outcomes are: students will be able to explain how individuals, groups or institutions are influenced by contextual factors; demonstrate awareness of changes in social and cultural constructs; and use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles, or theories in the analysis of significant human issues, past and present. For more information, please see the University Catalog, and the Provost's Office General Education website, http://www.gmu.edu/departments/provost/gened/index.html

Course Delivery Method
This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on Jan 23rd,

12:01a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.   .
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: http://get.adobe.com/reader/
    - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
    - Apple QuickTime Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon, and finish on Sun. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings,

activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

By the end 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. Understand the physiological perspectives of the male body and the required maintenance for optimum 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.

Professional Standards: Not applicable

Required Texts
Perry, A. (2001). American Medical Association complete guide to men's health. New York: J. Wiley. Edition 1. 2001. Turner Publishing Company. ISBN-13: 9780471414117.
Additional course material at Blackboard: https://mymasonportal.gmu.edu

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).

Test 1 (chapters 1-7) Test 2 (chapters 8-15) Test 3 (chapters 16-24) Each Blackboard online exam is composed of 30 multiple-choice questions. The tests are based on the content of the text and articles. To best prepare for the tests, students should use their textbook-based notes. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	90 pts.
Written Assignments There will be three written assignments based on articles outside of the class textbook. Each written assignment will have question prompts and is worth 20 points. Students will have six articles to choose from when writing their papers.	60 pts.
Short Essay Quizzes There will be 10 short essay quizzes based on subject material covered in posted articles and found in the textbook. Each short essay quiz will be graded 0-5 points with a total of 50 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	50 pts.
Discussion Forums Each student is expected to post a comment in 10 different discussion forums and in each forum he/she has to reply to another student's posting. Each posting with reply is worth 5 points for a total of 50 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	50 pts.
TOTAL:	**250 pts.**

Grading Scale

A (94 and above)	B (84-87)	C (74-77)	D (64-67)
A- (90-93)	B- (80-83)	C- (70-73)	F (63 and below)
B+ (88-89)	C+ (78-79)	D+ (68-69)	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

DATES/WEEK	TOPIC/READINGS	ASSIGNMENT DUE
Jan 23-29 **Week #1**	Part One: The Healthy Man	No assignment due. Review book.

DATES/WEEK	TOPIC/READINGS	ASSIGNMENT DUE
Jan 30-Feb 5 **Week #2**	Part Two: Chapter 1: Diet & Nutrition	*Short essay quiz 1* due Feb 5 end of day *Discussion forum 1* due Feb 5 end of day
Feb 6-12 **Week #3**	Chapter 2: Exercise & Fitness Chapter 3: Maintaining a Healthy Weight	*Short essay quiz 2* due Feb 12 end of day *Discussion forum 2* due Feb 12 end of day
Feb 13-19 **Week #4**	Chapter 4: Preventive Healthcare Chapter 5: Avoiding Risky Behavior	*Short essay quiz 3* due Feb 19 end of day *Discussion forum 3* due Feb 19 end of day
Feb 20-26 **Week #5**	Chapter 6: Emotional Health & Well-being Chapter 7: Sexuality	Test 1 due Feb 26 end of day; covers book **introduction & Chapters 1-7** **Assignment 1** due Feb 26 end of day
Feb 27-Mar 5 **Week #6**	Chapter 8: Disorders of the Reproductive System Chapter 9: Sexually Transmitted Diseases	*Short essay quiz 4* due Mar 5 end of day *Discussion forum 4* due Mar 5 end of day
Mar 6-12 **Week #7**	Chapter 10: Birth Control Chapter 11: Heart, Blood, & Circulation	*Short essay quiz 5* due Mar 12 end of day *Discussion forum 5* due Mar 12 end of day
Mar 13-19 **Week #8**	SPRING BREAK	*SPRING BREAK*
Mar 20-26 **Week #9**	Chapter 12: Lungs Chapter 13: Digestive System	*Short essay quiz 6* due Mar 26 end of day *Discussion forum 6* due Mar 26 end of day

DATES/WEEK	TOPIC/READINGS	ASSIGNMENT DUE
Mar 27-Apr 2 **Week #10**	Chapter 14: Urinary Tract Chapter 15: Bones & Joints	Test 2 due Apr 2 end of day; covers **Chapters 8-15** **Assignment 2** due Apr 2 end of day
Apr 3-9 **Week #11**	Chapter 16: Brain & Nervous System Chapter 17: Mental Disorders	*Short essay quiz 7* due Apr 9 end of day *Discussion forum 7* due Apr 9 end of day
Apr 10-16 **Week #12**	Chapter 18: Endocrine System Chapter 19: Immune System	*Short essay quiz 8* due Apr 16 end of day *Discussion forum 8* due Apr 16 end of day
Apr 17-23 **Week #13**	Chapter 20: Eyes Chapter 21: Ears	*Short essay quiz 9* due Apr 23 end of day *Discussion forum 9* due Apr 23 end of day
Apr 24-30 **Week #14**	Chapter 22: Teeth & Gums Chapter 23: Skin & Hair	*Short essay quiz 10* due Apr 30 end of day *Discussion forum 10* due Apr 30 end of day
May 1-6 **Week #15**	Chapter 24: Cosmetic Surgery	**Test 3** due May 6 end of day; covers Chapters 16-24 **Assignment 3** due May 6 end of day

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

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/.

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

Assessment Rubric(s)

Name	Discussion forum - posting and reply
Description	
Rubric Detail	

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted comment addressed the self-assessment (by due date)	0 Points	0.25 Points	0.5 Points
Composed a minimum of five (5) complete and grammatically correct sentences	0 Points	0.25 Points	0.5 Points
Reply relevant to other student's posted comment	0 Points	0.25 Points	0.5 Points
Reply to other student's posted comment composed in minimum of 3 complete and grammatically correct sentence	0 Points	0.25 Points	0.5 Points

Name: Short Essay Quiz

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted response addresses the assignment	0 points	.25 points	.5 points
Composed a minimum of five (5) complete sentences	0 points	.25 points	.5 points
Response is in essay format	0 points	.25 points	.5 points
Response is of users own words and thought	0 points	.25 points	.5 points