

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism
HEAL 327 001 - Women's Health
3 Credits, Fall 2017
Wednesday, 4:30–7:10pm West 1007 Fairfax campus

Faculty

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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. (2017). *New Dimensions in Women's Health* (7th 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).

Please note that all the evaluations during the course are 'performance based assessments' and no fieldwork experience is required.

- **Assignments and Examinations**

Participation:

Students are expected to stay current in readings and assignments and to actively participate in class discussions and exercises. Students will be evaluated on their participation. Please note that participation means participating presence and not just being in the class. Student will get up to 5% of the total grade for attended participation. These credits will be pro-rated. Instructor asks questions during the class and if a student responds, they get participation credit for it. The student must send email to the instructor within 24 hours of classroom participation to document their participation.

Short writing assignments:

Four short writing assignments will be posted on Blackboard for students to complete during the semester. These can be including but not restricted to a review of an article, a commentary on a current event, or a critique of a contentious topic. More details regarding the assignments will be provided in class. Due dates for assignments will be the week following the date of assignment. All submissions are on-line only and on the Blackboard (no email submission). Assignments are expected to be ~ 250 to 500 words

(about one to two page), in MS Word document, double spaced, Times New Roman 12 font size, and with citations in APA format. Each assignment will be worth 100 points. Each assignment will count for 5% of the total grade (20%). Late submissions will receive the following reduced grades: within 24 hours late (1 letter grade lower); 24-48 hours late (2 letter grades lower). Assignments will NOT be accepted if they are more than 48 hours late. Students must use APA format for citation and referencing of all sources.

Group Debates:

There will be three debates in the classroom during the semester. They will be based on contemporarily debated topics related to women's health. The topics will be chosen by the instructor. Students will be put into two groups. Instructor will create the groups based on the input and solicitation from the students. However, the instructor will have the final say in determining the group members. For every debate the group will be redefined. That means the groups will be different for each debate. During debate each student will make a 2-3 minutes (no more than 5 minutes) speech based on her/his research and knowledge gathered prior to the class to defend and argue in support of a particular policy position related to the topic. The groups will prepare their argument(s) as a team before the debate and distribute the speech content among the members accordingly. Additionally and after the speeches, there will be a 10-15 minutes question and answer session where the groups will try to critique or defeat the argument of the opposite team or its members. The debate will end with the two group representatives making 5 minutes each closing remarks. The total session will be about 55 minutes to an hour. The debate may include an interactive presentation, small group activity, playing a game and/or watching a film as long as the time limit is followed.

The debaters will try to answer the following questions:

- Why is the topic important to women's health?
- How does the topic impact women?
- Why it is debated or debatable?
- What can be done about this health issue? (Prevention, treatment, etc.)?

Students will be graded as an individual as well as a team. Please see the rubric for grading. Grades will be based on timing, thoroughness of research, presentation skills (team play), and ability to argue and debate the point. Though I will use the rubric to help me evaluate more objectively, I will have the final say in total grades. Each debate will count for 5% of the total grade (15%). More details about the format and discussion will be provided during the class.

Quizzes/Short Tests:

There will be six quizzes/short tests based on the various chapters and topics discussed in the class. It will be taken in the class but online on Blackboard. Therefore, students will come to class. Question format will be multiple choice, short answer, fill-in-the-blank and short essay questions. Each quiz/test will count for 5% of the total grade (30%).

Final exam:

A final exam (cumulative) will be given to assess your understanding and knowledge of course materials. It will be taken in the class but online on Blackboard on the day of the final exam. Therefore, students will come to class. Question format will be multiple choice, matching, true/false, short answer, and fill-in-the-blank and short essay questions. Additionally, there will be one long essay question based on a topic. The set of topics from which the long essay question will be chosen will be provided three weeks before the exam. The questions will be based on information from the text, readings, and materials discussed during lectures. Final exam will count for 30% of the total grade.

• 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.

- **Grading**

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

Requirements	Percent of total grade
Participation	5
Short writing assignments (5% each x 4)	20
Group debates (5% each x 3)	15
Quizzes/Short Tests (5% each x 6)	30
Final exam	30
Extra credit	3
TOTAL:	100

- **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
-		B-	= 80 – 83	C-	= 70 – 73		

Professional Dispositions

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

Class Schedule

Week	Class	Date	Topic	Reading (Alexander et al.) during the week for the following class	During class activity / other / notes
1	1	08/30	Introduction / Syllabus Review	- Chapters 3 and 9	Groups creation- 1

			Chapter 1 – Introduction to Women’s Health		
2	2	09/06	Chapters 3 – Health Promotion and disease prevention Chapter 9 –Nutrition, exercise, and weight management	Chapter 5	
3	3	09/13	Chapter 5 – Reproductive health	Chapter 6	Quiz 1 (Chapters 1, 3, 9) Debate 1 Groups creation- 2 Writing assignment-1 due
4	4	09/20	Chapter 6 – Pregnancy and childbirth	Chapter 7	
5	5	09/27	Chapters 7 – Sexually transmitted infections	Chapter 8	
6	6	10/04	Chapter 8 – Menopause and hormone therapy	Chapter 10	Quiz 2 (Chapters 5-7) Debate 2 Groups creation- 3 Writing assignment-2 due
7	7	10/11	Chapter 10 – Understanding and preventing cardiovascular disease and cancer	Chapter 11	
8	8	10/18	Chapter 11 – Other chronic diseases and conditions	Chapter 4	
9	9	10/25	Chapter 4 – Sexual Health	Chapters 4, 14	Quiz 3 (Chapters 8, 10, 11) Writing assignment-3 due
10	10	11/01	Chapter 4 – Sexual Health Chapter 14 – Violence Abuse and Harassment	Chapters 14	Guest speaker

11	11	11/08	Chapter 14 – Violence Abuse and Harassment	Chapter 12	Quiz 4 (Chapter 4) Debate 3
12	12	11/15	Chapter 12 – Mental Health	-	Writing assignment-4 due
13	-	11/22	No class – Thanksgiving Recess	No class Chapter 13	Happy Thanksgiving- Enjoy time
14	13	11/29	Chapter 13 – Substance Use	Chapters 2, 15	Quiz 5 (Chapter 14)
15	14	12/06	Chapter 2 – Economics of Women’s Health Chapter 15 – Women in workforce Course Evaluations	-	Guest speaker Quiz 6 (Chapters 12,13)
16	15	12/13	Final Exam *Students are required to be available on the scheduled day set by the university. This is not negotiable.		Final exam Cumulative Chapters 1-15

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

Noteworthy dates:

Tue Sep 05	Last day to drop class with no tuition penalty
Mon Oct 02 – Fri Oct 27	Selective Withdrawal Period
Wed Nov 22 – Sun Nov 26	Thanksgiving recess
Wed Dec 06	Last day of class
Wed Dec 13	Final exam during regular class hours

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)

Rubric for Debates:

Individual scores:

Criteria	Outstanding- 5 pts	Good- 4 pts	Fair- 3 pts	Unacceptable- 1 pt
Presentation-speech	Dignified professional bearing, measured tone and volume, good paced speech, polished language	Too loud or inaudible speech, medium paced speech, polished language	Too loud or inaudible speech, too fast or too slow speech, polished language	Too loud or inaudible speech, too fast or too slow speech, slang foul language
Participatory presence in the debate on the day of the debate	Present from the beginning to the end and participates a lot besides speech	Present from the beginning to the end but participates little besides speech	Present from the beginning to the end but does not participate besides speech	Absent for the debate (without approval or genuine reason)
Debate-argument	Gives respectful rejoinder, pleasant disposition while taking criticism, makes logical criticism	Is not respectful in rejoinder, pleasant disposition while taking criticism, makes logical criticism	Is not respectful in rejoinder, unpleasant disposition while taking criticism, makes logical criticism	Is not respectful in rejoinder, unpleasant disposition while taking criticism, does not make logical criticism
Timing of speech	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

Team scores:

Criteria	Outstanding- 5 pts	Good- 4 pts	Fair- 3 pts	Unacceptable- 1 pt

Participation in the debate (team-play)	Professional, very good sequencing of speeches, synchronized arguments, equal participation	Not professional, good sequencing of speeches, synchronized arguments, equal participation	Not professional, bad sequencing of speeches, disconnected arguments, equal participation	Not professional, bad sequencing of speeches, disconnected arguments, unequal participation
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
Research	Very thorough research	Reasonable research	Little research	No research
Closing argument	Strong logic and argument	Reasonable logic and argument	Mild and non effective logic or argument	No logic or argument or counter argument

The team scores will apply to every team member equally. The scores will be adjusted to make $5\% \times 3 = 15\%$ of the total course grades.