

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

HEAL 327 A01– Women’s Health  
3 Credits, Summer 2019, Distance Learning

**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**

This course explores the aspects of women’s health. Students are *required* to meet course deadlines each week.

**Course Delivery Method**

This course will be delivered online (76% or more) using asynchronous (not “real time”) format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 13, 2019 at 12:01am.

**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 standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. When taking a quiz/test, do not switch between windows, browsers, or in any way leave Blackboard, as it will time out. The test will not be reset again for any reason - not even technical reasons. If students accidentally submit the quiz/test or give Blackboard a reason to submit the quiz/test, the score that is submitted will be the score recorded.**
- 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 and the **Due Dates** document on Blackboard. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. All assignments are due on the scheduled date. **Late work will not be accepted.**
- Late Enrollment: Students who add the class during the first week of class, are required to email the instructor immediately upon enrollment for due dates of week 1 assignments. Week 1 assignments will be due within two days of enrolling in class.
- 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**

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 (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.

### **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).

## Grading

- This course will be graded on a point system, with a total of 100 possible points.
- Extra credit work will not be given in place of scheduled work assignments.
- **Quizzes, Discussion Boards, and Exams will not reopen after the due date and will not be accepted after the due date.**

<b>Assignments and/or Examinations</b>	<b>Possible Points</b>
<p><u>Tests</u></p> <p>Test #1 (covers chapters 1-8)</p> <p>Test #2 (covers chapters 9-14)</p> <p>Each Blackboard online exam is composed of multiple-choice (MC) and True/False (TF) items. The tests are based on the content of the text as organized and presented in PowerPoint lectures. Each test will be graded 0-25 points. Each test contains 50 MC/TF items. They are weighted .25 of overall grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice and True False items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.</p>	<b>50 points</b>
<p><u>Quizzes</u></p> <p>There will be 6 short quizzes based on subject material covered in lecture and found in the textbook. Each quiz will be graded 0-5 points with a total of 30 possible points that will be factored directly into the overall grade. The short questions will measure students' abilities to identify/recall and analyze subject material.</p>	<b>30 points</b>
<p><u>Discussion Forums</u></p> <p>Each student is expected to post a comment in 5 different discussion forums <b>AND</b> reply to another student's comment within that forum. Each discussion forum will be based on a self-assessment related to text material and completed by the student and then posting as a comment at the forum. Each posting is worth 2 points and the reply to another student's posting is worth 2 points for a total of 20 points, which will be factored directly into the overall grade. Each posting should be a minimum of five (5) complete sentences using proper grammar and spelling, in essay format (no outlining/listing), and/or in the students' own words (no direct use of author's writing from text). The discussion forums will represent affective learning experiences.</p>	<b>20 points</b>
<b>TOTAL:</b>	<b>100 points</b>

## Grading Scale

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

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
<b>PART ONE: FOUNDATIONS OF WOMEN’S HEALTH</b>		
1	May 20-May 26 Introduction to Women’s Health; The Economics of Women’s Health; Health Promotion and Disease Prevention	<ul style="list-style-type: none"> <li>• Chapters 1, 2, and 3</li> <li>• <b>Discussion forum #1</b> posting due May 25 and reply due May 26– both end of day</li> <li>• <b>Quiz #1</b> (covers Ch 1) - due May 26 end of day</li> <li>• <b>Quiz #2</b> (covers Chs 1-3) - due May 26 end of day</li> </ul>
<b>PART TWO : SEXUAL AND REPRODUCTIVE DIMENSIONS OF WOMEN’S HEALTH</b>		
2	May 27-Jun 2 Sexual Health; Reproductive Health; Pregnancy and Childbirth	<ul style="list-style-type: none"> <li>• Chapters 4, 5 and 6</li> <li>• <b>Discussion forum #2</b> posting due Jun 1 and reply due Jun 2– both end of day</li> <li>• <b>Discussion forum #3</b> posting due Jun 1 and reply due Jun 2- both end of day</li> <li>• <b>Quiz #3</b> (covers Chs 1-4) - due Jun 2 end of day</li> <li>• <b>Quiz #4</b> (covers Chs 1-6) - due Jun 2 end of day</li> </ul>
3	Jun 3-9 Sexually Transmitted Infections; Menopause and Hormone Therapy	<ul style="list-style-type: none"> <li>• Chapters 7 and 8</li> </ul> <p><b>Test 1 due Jun 9 end of day (covers Chs 1-8)</b></p>
<b>PART THREE : PHYSICAL AND LIFESPAN DIMENTSIONS OF WOMEN’S HEALTH</b>		

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
4	Jun 10-16	Nutrition, Exercise, and Weight Management; Understanding and Preventing Cardiovascular Disease and Cancer; Other Chronic Diseases and Conditions	<ul style="list-style-type: none"> <li>• Chapters 9, 10 and 11</li> <li>• <b>Discussion forum #4</b> posting due Jun 15 and reply due Jun 16 – both end of day</li> <li>• <b>Quiz #5</b> (covers Ch 9-10) - due Jun 16 end of day</li> <li>• <b>Quiz #6</b> (covers Chs 9-11) - due Jun 16 end of day</li> </ul>
<b>PART FOUR : INTERPERSONAL AND SOCIAL DIMENSIONS OF WOMEN'S HEALTH</b>			
5	Jun 17-22	Mental Health; Substance Use; Violence, Abuse, and Harassment; Women in the Workforce	Chapter 12, 13, 14, 15 <b>Discussion forum #5</b> posting due Jun 21 and reply due Jun 22– both end of day  <b>Test 2 due Jun 22 end of day (covers chs 9-14)</b>

*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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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