

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

201970.75819 HEAL 327 DL1– Women’s Health  
3 Credits, Fall 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 August 19, 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 assignments, quizzes, and exams 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)                      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. Test questions 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 10 short quizzes based on subject material covered in lecture and found in the textbook. Each quiz will be graded 0-2 points with a total of 20 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>20 points</b>
<p><u>Discussion Forums</u></p> <p>Each student is expected to post a comment in 10 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 with reply 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>

<u>Current Events</u>	<b>10 points</b>
Each student is expected to post at least 5 current events pertaining to women's health. Each post must: 1) relate to a women's health topic <i>specifically covered</i> in the HEAL 327 textbook, 2) be current and within the time frame of August, 2019 – Dec, 2019, 3) provide a link to the website for the current news event, and 4) contain a subject line, a summary statement explaining the news article, <b>AND</b> the chapter that the article relates to. Each posting is worth 2 points for a total of 10 points which will be factored directly into the overall grade. The posts will represent affective learning experiences.	
<b>TOTAL:</b>	<b>100 points</b>

### Grading Scale

A+	= 98 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A	= 94 – 97	B	= 84 – 87	C	= 74 – 77	F	= 0 – 59
A-	= 90 – 93	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	Aug 26-Sept 1	Introduction to Women's Health  The Economics of Women's Health	Chapters 1 and 2 <b>Discussion forum #1</b> posting due Aug 31 and reply due Sept 1– both end of day
2	Sept 2-Sept 8	Health Promotion and Disease Prevention	Chapter 3 <b>Discussion forum #2</b> posting due Sept 7 and reply due Sept 8– both end of day  <b>Quiz #1</b> (covers Chs 1-3) - due Sept 8 end of day
<b>PART TWO : SEXUAL AND REPRODUCTIVE DIMENSIONS OF WOMEN'S HEALTH</b>			

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
3	Sept 9-Sept 15	Sexual Health	Chapter 4 <b>Discussion forum #3</b> posting due Sept 14 and reply due Sept 15– both end of day  <b>Quiz #2</b> (covers Ch 4) - due Sept 15 end of day
4	Sept 16-Sept 22	Reproductive Health  Pregnancy and Childbirth	Chapters 5 and 6 <b>Discussion forum #4</b> posting due Sept 21 and reply due Sept 22 - both end of day  <b>Quiz #3</b> (covers Chs 5-6) - due Sept 22 end of day
5	Sept 23-Sept 29	Sexually Transmitted Infections	Chapter 7 <b>Discussion forum #5</b> posting due Sept 28 and reply due Sept 29– both end of day  <b>Quiz #4</b> (covers Ch 7) - due Sept 29 end of day
6	Sept 30-Oct 6	Menopause and Hormone Therapy	Chapter 8 <b>Quiz #5</b> (covers Ch 8) - due Oct 6 end of day
7	Oct 7-Oct 13	<b>Midterm (Chapters 1-8)</b>	Exam via Blackboard
<b>PART THREE : PHYSICAL AND LIFESPAN DIMENTSIONS OF WOMEN'S HEALTH</b>			
8	Oct 14-Oct 20	Nutrition, Exercise, and Weight Management	Chapter 9 <b>Discussion forum #6</b> posting due Oct 19 and reply due Oct 20 – both end of day
9	Oct 21-Oct 27	Understanding and Preventing Cardiovascular Disease and Cancer	Chapter 10 <b>Discussion forum #7</b> posting due Oct 26 and reply due Oct 27 – both end of day  <b>Quiz #6</b> (covers Chs 9-10) - due Oct 27 end of day
10	Oct 28-Nov 3	Other Chronic Diseases and Conditions	Chapter 11 <b>Discussion forum #8</b> posting due Nov 2 and reply due Nov 3– both end of day  <b>Quiz #7</b> (covers Ch 11) - due Nov 3 end of day

WEEK		TOPIC/READING	READINGS/ASSIGNMENT DUE
11	Nov 4-Nov 10	Mental Health	Chapters 12 <b>Quiz #8</b> (covers Ch 12) - due Nov 10 end of day
<b>PART FOUR : INTERPERSONAL AND SOCIAL DIMENSIONS OF WOMEN'S HEALTH</b>			
12	Nov 11-Nov 17	Substance Use	Chapter 13 <b>Discussion forum #9</b> posting due Nov 16 and reply due Nov 17– both end of day <b>Quiz #9</b> (covers Ch 13) - due Nov 17 end of day
13	Nov 18 – Nov 24	Violence, Abuse, and Harassment	Chapter 14 <b>Quiz #10</b> (covers Ch 14) - due Nov 24 end of day
14	Nov 25 – Dec 1	<b>Thanksgiving Recess</b>	
15	Dec 2-Dec 8	Women in the Workforce	Chapter 15 <b>Discussion forum #10</b> posting due Dec 7 and reply due Dec 8– both end of day
16	Dec 9-Dec 15	<b>Final Exam (Chapters 9 – 14)</b>	Exam via Blackboard

*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/>.**