

George Mason University
College of Education and Human Development
HEAL

202070.74943 HEAL 327 DL1– Women’s Health
3 Credits, Fall 2020, Distance Learning

Faculty

Name: Piia Hanson, MSPH, MBA
Office Hours: Virtual - By Appointment
Office Location: RAC 2017
Office Phone: (703) 993-2066
Email Address: phanson2@gmu.edu

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, 2020 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

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

- 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/

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. Please keep a record of all submissions for your records.**
- 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.

HEAL 327 seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

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

Linda Lewis Alexander, PhD, FAAN; William Alexander, MA; Judith H. LaRosa, PhD, RN, FAAN; Helaine Bader, MPH; Susan Garfield, SM, MSc (2021). *New Dimensions in Women's Health* (8th 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.**

Assignments and/or Examinations	Possible Points
<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>	50 points
<p><u>Quizzes</u></p> <p>There will be 11 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. (<i>NOTE: The lowest quiz grade will be dropped</i>). Questions will measure students' abilities to identify/recall and analyze subject material.</p>	20 points

<p><u>Discussion Forums</u></p> <p>Each student is expected to post a comment in 10 different discussion forums AND 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>	20 points
<p><u>Case Studies</u></p> <p>There will be 5 case studies to complete based on subject material covered in lecture and found in the textbook. A case study will be available for each chapter, and students will select only 5 case studies to complete. Case Studies are emailed to the professor at the conclusion of the corresponding week. Each case study will be graded 0-2 points with a total of 10 possible points that will be factored directly into the overall grade. The questions will represent affective learning experiences.</p>	10 points
TOTAL:	100 points

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
PART ONE: FOUNDATIONS OF WOMEN'S HEALTH		
1	Aug 24-Aug 30 Introduction to Women's Health The Economics of Women's Health	Chapters 1 and 2 Discussion forum #1 posting due Aug 29 and reply due Aug 30– both end of day (11:59pm)
2	Aug 31-Sept 6 Health Promotion and Disease Prevention	Chapter 3 Discussion forum #2 posting due Sept 5 and reply due Sept 6 – both end of day (11:59pm) Quiz #1 (covers Chs 1-3) - due Sept 6 end of day (11:59pm)
PART TWO : SEXUAL AND REPRODUCTIVE DIMENSIONS OF WOMEN'S		
3	Sept 7-Sept 13 Sexual Health	Chapter 4 Discussion forum #3 posting due Sept 12 and reply due Sept 13– both end of day (11:59pm) Quiz #2 (covers Ch 4) - due Sept 13 end of day (11:59pm)
4	Sept 14-Sept 20 Reproductive Health Pregnancy and Childbirth	Chapters 5 and 6 Discussion forum #4 posting due Sept 19 and reply due Sept 20 - both end of day (11:59pm) Quiz #3 (covers Chs 5-6) - due Sept 20 end of day (11:59pm)
5	Sept 21-Sept 27 Sexually Transmitted Infections	Chapter 7 Discussion forum #5 posting due Sept 26 and reply due Sept 27– both end of day (11:59pm) Quiz #4 (covers Ch 7) - due Sept 27 end of day (11:59pm)
6	Sept 28-Oct 4 Menopause and Hormone Therapy	Chapter 8 Quiz #5 (covers Ch 8) - due Oct 3 end of day (11:59pm)
7	Oct 5-Oct 11 Midterm (Chapters 1-8)	Exam via Blackboard

WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
PART THREE : PHYSICAL AND LIFESPAN DIMENSIONS OF WOMEN'S		
8	Oct 12-Oct 18	Nutrition, Exercise, and Weight Management Chapter 9 Discussion forum #6 posting due Oct 17 and reply due Oct 18 – both end of day (11:59pm)
9	Oct 19-Oct 25	Understanding and Preventing Cardiovascular Disease and Cancer Chapter 10 Discussion forum #7 posting due Oct 24 and reply due Oct 25 – both end of day (11:59pm) Quiz #6 (covers Chs 9-10) - due Oct 25 end of day
10	Oct 26-Nov 1	Other Chronic Diseases and Conditions Chapter 11 Discussion forum #8 posting due Oct 31 and reply due Nov 1– both end of day (11:59pm) Quiz #7 (covers Ch 11) - due Nov 1 end of day (11:59pm)
11	Nov 2-Nov 8	Mental Health Chapters 12 Quiz #8 (covers Ch 12) - due Nov 8 end of day (11:59pm)
PART FOUR : INTERPERSONAL AND SOCIAL DIMENSIONS OF WOMEN'S		
12	Nov 9-Nov 15	Substance Use Chapter 13 Discussion forum #9 posting due Nov 14 and reply due Nov 15– both end of day (11:59pm) Quiz #9 (covers Ch 13) - due Nov 15 end of day (11:59pm)
13	Nov 16-Nov 22	Violence, Abuse, and Harassment Chapter 14 Quiz #10 (covers Ch 14) - due Nov 21 end of day (11:59pm)
14	Nov 23-Nov 29	Thanksgiving Recess
15	Nov 30-Dec 6	Women in the Workforce Chapter 15 Discussion forum #10 posting due Dec 5 and reply due Dec 6– both end of day (11:59pm) Quiz #11 (covers Ch 15) - due Dec 6 end of day (11:59pm)
16	Dec 7-Dec 13	Final Exam (Chapters 9 – 14) 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.
- Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474.

Campus Resources

1. 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.