

George Mason University
College of Education and Human Development
HEAL

HEAL 331 DL1– Men’s Health
3 Credits, Spring 2021,
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

Through a variety of learning activities, students will be expected to master content within the various dimensions of men’s health. Students will study the body and the mind as it relates to the healthy male figure in modern society.

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 25th, 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 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: <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. **Late work is only accepted on an individual basis with professor approval.** All late work without prior notification and permission will be graded as zero.
- **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

Karczmarczyk, D., & Milstein, S. A. (2021). *Men's health: an introduction*. Routledge, Taylor & Francis Group. ISBN-13: 9781138496064.

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 1-5) Test 2 (chapters 6-10) Test 3 (chapters 11-14)	90 pts.
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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.	
<u>Written Assignments</u> 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.
<u>Short Essay Quizzes</u> 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.
<u>Discussion Forums</u> 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)
A- (90-93)
B+ (88-89)

B (84-87)
B- (80-83)
C+ (78-79)

C (74-77)
C- (70-73)
D+ (68-69)

D (64-67)
F (63 and below)

Professional Dispositions

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

Class Schedule

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
1	Jan 25-31	Part 1: Male psyche Chapter 1: Introduction to men's health	No assignment due. Review book & syllabus
2	Feb 1-7	Chapter 2: Masculinity and seeking help	<i>Short essay quiz 1</i> <i>Discussion forum 1</i>
3	Feb 8-14	Chapter 3: Body image	<i>Short essay quiz 2</i> <i>Discussion forum 2</i>

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
4	Feb 15-21	Part II: The body Chapter 4: Male anatomy	<i>Short essay quiz 3</i> <i>Discussion forum 3</i>
5	Feb 22-28	Chapter 5: Sexual health	Test 1: covers Chapters 1-5 Assignment 1
6	Mar 1-7	Chapter 6: Sexual orientation	<i>Short essay quiz 4</i> <i>Discussion forum 4</i>
7	Mar 8-14	Chapter 7: Chronic diseases	<i>Short essay quiz 5</i> <i>Discussion forum 5</i>
8	Mar 15-21	Part III: Relationships Chapter 8: Mental health	<i>Short essay quiz 6</i> <i>Discussion forum 6</i>
9	Mar 22-28	Chapter 9: Healthy relationships	Test 2: covers Chapters 6-10 Assignment 2
10	Mar 29 – Apr 4	Chapter 10: Fatherhood	<i>Short essay quiz 7</i> <i>Discussion forum 7</i>
11	April 5-11	Chapter 11: Violence	<i>Short essay quiz 8</i> <i>Discussion forum 8</i>

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
12	April 12-18	Part IV: Staying healthy Chapter 12: Alcohol, tobacco, and drugs	<i>Short essay quiz 9</i> <i>Discussion forum 9</i>
13	Apr 19-25	Chapter 13: Nutrition	<i>Short essay quiz 10</i> <i>Discussion forum 10</i>
14	Apr 26 – May 2	Chapter 14: Physical fitness/activity	Test 3: covers Chapters 11-14 Assignment 3

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

1. GMU Policies and Resources for students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 <https://ds.gmu.edu>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

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/>.

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