

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

HEAL 327. DL1 – Women’s Health  
3 Credits, Fall 2022  
Distance Learning  
8/22-12/14

**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 seeks to create a learning environment that fosters respect for people across identities. This includes welcoming and valuing individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. All members of the learning environment are expected to engage with the material personally, while also being open to exploring and learning from experiences different than their own.

Students are expected to conduct themselves in a manner appropriate to a college classroom. Any student whose behavior is inappropriate or destructive to the learning environment will be asked to leave the class.

**Course Delivery Method**

This course will be delivered online using an asynchronous 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 Monday, August 22, 2022 at Noon. The last day of instruction will be on Saturday, December 3, 2022, followed by the final exam period of December 7 to December 14, 2022.**

**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://support.microsoft.com/en-us/help/14209/get-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, please note that our week will start on Tuesday and finish on the following week’s Wednesday. The only exception is that the course will initially be posted on a Monday to launch the course at the start of the semester; though the deadline is still the following week’s Thursday. Schedule adjustments have also been made to accommodate the Thanksgiving Break. Deadlines for all assignments will be clearly indicated on the course Blackboard site.
- 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.
- 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. Assignments will not be accepted after the posted deadline, unless otherwise indicated. Students who have an emergency during the course that impacts full participation in the course must contact the instructor immediately.

- **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 (phone or video call) 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.

### **Professional Standards**

N/A

### **Required Texts**

Alexander, L.L., LaRosa, J. H., Bader, H., Garfield, S., & Alexander, W. (2021). *New Dimensions in Women's Health* (8th ed.). Burlington, MA: Jones & Bartlett Learning, LLC.

Additional required readings will be posted on Blackboard for each module.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). Please note that all the evaluations during the course are performance based assessments and no fieldwork experience is required.

- **Assignments and/or Examinations**

<b>Course Evaluation Criteria</b>	
<b>Requirement Details</b>	<b>Possible # of Points</b>
<b>Syllabus quiz</b> ( <i>1 survey, up to 5 points</i> )	<b>5</b>
<b>Introduction post</b> ( <i>1 introduction post, up to 5 points</i> )	<b>5</b>
<b>Self-Assessment &amp; Reflection</b> ( <i>5 anonymous assessments, up to 10 points each</i> )	<b>50</b>
<b>Case Studies</b> ( <i>2 case studies, up to 25 points each</i> )	<b>50</b>
<b>Journal Assignments</b> ( <i>2 journal assignments, up to 20 points each</i> )	<b>40</b>
<b>Content questions</b> ( <i>25 questions in 10 modules, up to 25 points each</i> )	<b>250</b>
<b>Final Exam</b> ( <i>50 multiple choice questions, 2 points each</i> )	<b>100</b>
<b>Total number of possible points</b>	<b>500</b>

**Syllabus Quiz:** In Module 1 there will be a syllabus quiz. This quiz will be a multiple-choice quiz with 10 questions based on the content of the syllabus. Students will have up to 2 attempts to complete the quiz. The highest grade will count towards the final grade in the course.

**Introduction post:** Since this is an online course and there are up to 30 students enrolled, it is important that each student introduce themselves. Each student will be asked to share a welcome post to the class during Module 1. Students are required to use either video or podcast tools to introduce themselves to the class and the instructor. Complete details for this assignment will be posted on Blackboard.

**Self-Assessment & Reflection:** These assessments will be anonymous and only the instructor will see the results. The results will not contain any identifying information. Blackboard will just indicate if the survey was completed. The assessments are an opportunity to reflect on the health topics raised in class.

**Case Studies:** There will be two case studies presented in the class. These scenarios will be an opportunity to reflect on the information covered in the course and apply strategies identified to achieve optimal health. Complete details for this assignment will be posted on Blackboard.

**Journal Assignments:** There will be 2 journal assignments during the course. The journal entries will be prompted by brief videos that students will watch. Video lengths will vary from 15 minutes to about 60 minutes. Students will be expected to respond to questions provided by the instructor in a private journal entry that will only be read by the instructor. Complete details for this assignment will be posted on Blackboard.

**Content questions:** There will be a lot of material covered in the course. Material will be presented from a wide variety of sources including, but not limited to, the textbook, video clips, websites, magazines, newspaper and journals. In 10 of the modules, there will be 25 questions about the content. There will be multiple choice and true/false questions (up to 1 point per response).

**Final exam:** The final exam in the course will be an opportunity to demonstrate understanding of key concepts from the course. The exam will be delivered online through Blackboard. The exam will consist of 50 multiple choice questions. Each student is expected to complete the exam independently with access to the textbook, internet and resources from the class.

- **Other Requirements**

Active participation will help to make this class more valuable. Each student has an important contribution to make in the class, so please share information appropriately as it relates to the course material and professional development of fellow classmates.

All assignments must be submitted through Blackboard. It is also the responsibility of students to submit the work in a file that can be opened. Files that cannot be opened may be subject to a deduction in points until a file is received that can be opened.

Type, spell check and proofread all work submitted. A deduction in points will occur for work that contains grammatical and spelling errors.

- **Grading**

*Grading Scale:*

<b>A</b> 100-94%	<b>B+</b> 89-88%	<b>C+</b> 79-78%	<b>D</b> 69-60%
<b>A-</b> 93-90%	<b>B</b> 87-84%	<b>C</b> 77-74%	<b>F</b> 59-0
	<b>B-</b> 83-80%	<b>C-</b> 73-70%	

All grades and comments on work submitted will be posted on Blackboard. The final grade for the course will be determined based on the total number of points earned using the grading scale. The point scale breakdown for the final course grade will be as follows:

*Final Course Grade (based on total number of points earned):*

<b>A</b> 500 – 466 points	<b>B+</b> 445 - 436 points	<b>C+</b> 395 - 386 points	<b>D</b> 345 -296 points
<b>A-</b> 465 – 446 points	<b>B</b> 435 - 416 points	<b>C</b> 385 - 366 points	<b>F</b> 295 -0 points
	<b>B-</b> 415 -396 points	<b>C-</b> 365 - 346 points	

### Professional Dispositions

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

### Class Schedule

<b>DATE</b>	<b>CLASS TOPIC(S)</b>	<b>READING &amp; ASSIGNMENTS</b>
<p><b>Week of 8/22/2022</b> (Module 1)</p> <p>Course opens on 8/22/22 at noon</p>	<p>Introduction to Women's Health</p> <p>The Economics of Women's Health</p>	<p>Read Chapter 1 Read Chapter 2</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 8/31 1) <b>Syllabus Quiz</b> 2) <b>Introduction Post</b></p>
<p><b>Week of 8/29/2022</b> (Module 2)</p> <p>Module 2 opens on 8/30/22 at noon</p>	<p>Health Promotion and Disease Prevention</p>	<p>Read Chapter 3</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 9/7 1) <b>Content Questions #1</b></p>
<p><b>Week of 9/5/2022</b> (Module 3)</p> <p>Module 3 opens on 9/6/22 at noon</p>	<p>Sexual Health</p>	<p>Read Chapter 4</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 9/14 1) <b>Content Questions #2</b> 2) <b>Self-Assessment &amp; Reflection #1</b></p>
<p><b>Week of 9/12/2022</b> (Module 4)</p> <p>Module 4 opens on 9/13/22 at noon</p>	<p>Reproductive Health</p>	<p>Read Chapter 5</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 9/21 1) <b>Content Questions #3</b></p>
<p><b>Week of 9/19/2022</b> (Module 5)</p> <p>Module 5 opens on 9/20/22 at noon</p>	<p>Pregnancy and Childbirth</p>	<p>Read Chapter 6</p> <p>Assignments due 11:59 PM on 9/28 1) <b>Content Questions #4</b> 2) <b>Self-Assessment &amp; Reflection #2</b></p>
<p><b>Week of 9/26/2022</b> (Module 6)</p> <p>Module 6 opens on 9/27/22 at noon</p>	<p>Sexually Transmitted Infections</p>	<p>Read Chapter 7</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 10/5 1) <b>Self-Assessment &amp; Reflection #3</b></p>

<p><b>Week of 10/3/2022</b> (Module 7)</p> <p>Module 7 opens on 10/4/22 at noon</p>	Menopause and Hormone Therapy	<p>Read Chapter 8</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 10/12 1) <b>Content Questions #5</b> 2) <b>Journal Assignment # 1</b></p>
<p><b>Week of 10/10/2022</b> (Module 8)</p> <p>Module 8 opens on 10/11/22 at noon</p>	Nutrition, Exercise, and Weight Management	<p>Read Chapter 9</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 10/19 1) <b>Content Questions #6</b> 2) <b>Self-Assessment &amp; Reflection #4</b></p>
<p><b>Week of 10/17/2022</b> (Module 9)</p> <p>Module 9 opens on 10/18/22 at noon</p>	Understanding and Preventing Cardiovascular Disease and Cancer	<p>Read Chapter 10</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 10/26 1) <b>Content Questions #7</b></p>
<p><b>Week of 10/24/2022</b> (Module 10)</p> <p>Module 10 opens on 10/25/22 at noon</p>	Other Chronic Diseases and Conditions	<p>Read Chapter 11</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 11/2 1) <b>Content Questions # 8</b> 2) <b>Case Study # 1</b></p>
<p><b>Week of 10/31/2022</b> (Module 11)</p> <p>Module 11 opens on 11/2/22 at Noon</p>	Mental Health	<p>Read Chapter 12</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 11/9 1) <b>Journal Assignment # 2</b></p>
<p><b>Week of 11/7/2022</b> (Module 12)</p> <p>Module 12 opens on 11/8/22 at noon</p>	Drugs and Substance Abuse	<p>Read Chapter 13</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 11/16 1) <b>Content Questions # 9</b> 2) <b>Self-Assessment &amp; Reflection #5</b></p>
<p><b>Week of 11/14/2022</b></p>	Violence, Abuse, and Harassment	<p>Read Chapter 14</p>

(Module 13)  Module 13 opens on 11/15/22 at noon		Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 11/23 1) <b>Content Questions #10</b>  <b>Note: The deadline has been extended due to the Thanksgiving holiday</b>
<b>Week of 11/21/2022</b>	<b>**No new materials posted**</b>	George Mason closed 11/24-11/27 due to Thanksgiving Holiday
<b>Week of 11/28/2022</b> (Module 14)  Module 14 opens on 11/29 at noon	Women in the Workforce	Read Chapter 15  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 12/12 1) <b>Case Study # 2</b>  <b>Note: Extension of assignment deadline</b>
<b>Week of 12/5/2022</b> (Final Exam)  Final exam opens on 12/7 at noon	Final Exam	<b>Final Exam</b> due 11:59 PM on 12/12  <b>Note: The Final Exam is due on Monday, December 12</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/>.

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### **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 <https://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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

#### **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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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