George Mason University
College of Education and Human Development

HEAL 327 DL2 – Women's Health
3 Credits, Fall 2024
Online – Asynchronous
(October 21 – December 14, 2024)

Faculty
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Pre-requisites/Co-requisites
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.

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on October 14 @ 12:01am. The last day of instruction will be on Friday, April 26, 2024, followed by the final exam period of April 27 to April 30, 2024.

- To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes
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
This course addresses the following professional standards: Not Applicable

Required Text
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 Canvas.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
  - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

Course 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 LMS 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, if any.

- 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.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. These meetings will occur via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor. This course will be graded on a point system, with a total of 1000 possible points.
- **Assignments and Examinations**

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 60 multiple choice questions. Each student is expected to complete the exam independently with access to the textbook, internet, and resources from the class.	300 pts.
Reflection Activities Each student will have a chance to reflect on the materials presented and discussed throughout the semester. The purpose of these assignments is to explore the topics presented in class and reflect on information presented. Complete detailed instructions will be provided on Blackboard. There will be 3 reflection activities throughout the course. (100 points each)	300 pts.
Learning Check There will be content questions based on the textbook, other course readings and PowerPoint lectures. There will be 15 learning checks throughout the course. (20 points each)	300 pts.
Discussion Forums Each student is expected to post in 3 different discussion forums and reply to two other peers' post within that forum. Each discussion forum will be based on text material and possibly other supplemental material. (33-34 points each)	100 pts.
TOTAL:	**1000 points**

- **Grading**

Grading Scale

A (94 - 100)
A- (90 - 93)
B+ (88 - 89)
B (84 - 87)
B- (80 - 83)
C+ (78 - 79)
C (74 - 77)
C- (70 - 73)
D (60 - 69)
F (0 - 59)

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week		Topic	Readings/Assignments (Note: all due dates are at 11:59pm)
1	Oct 21-27	Introduction to Women's Health	**Read** - Chapter 1 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete learning check (due Oct 27 - 20 points) **Discuss** – Complete discussion post (initial post due Oct 24, peer response due Oct 27 – 33 pts)
2	Oct 28-Nov 3	The Economics of Women's Health Health Promotion and Disease Prevention	**Read** - Chapter 2 and 3 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 2 learning checks (due Nov 3 – 40 pts) **Reflect** – Complete Part One reflection activity (due Nov 3 – 100 pts)
3	Nov 4-10	Sexual Health Reproductive Health Sexually Transmitted Infections	**Read** - Chapter 4,5 and 7 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 3 learning checks (due Nov 10 – 60 pts) **Discuss** – Complete discussion post (initial post due Nov 7, peer response due Nov 10– 34 pts)
4	Nov 11-17	Pregnancy and Childbirth Menopause and Hormone Therapy	**Read** - Chapters 6 and 8 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 2 learning checks (due Nov 11 – 40 pts) **Reflect** – Complete Part Two reflection activity (due Nov 17 – 100 points)

5	Nov 18-24	Nutrition, Exercise and Weight Management Understanding and Preventing Cardiovascular Disease and Cancer Other Chronic Diseases and Conditions	**Read -** Chapters 9, 10 and 11 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 3 learning checks (due Apr 14 – 60 pts) **Discuss** – Complete discussion post (initial post due Nov 21, peer response due Nov 24 – 33 pts)
6	Nov 25-26	Mental Health	**Read –** Chapter 12 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 1 learning check (due Nov 26 – 20 pts)
	Nov 27- Dec 1		**Thanksgiving Break** Enjoy your time with family, friends, and food!
7	Dec 2-8	Drugs and Substance Abuse Violence, Abuse, and Harassment Women in the Workforce	**Read** – Chapters13,14 and 15 **Watch** – Lecture(s) (linked in Canvas) **Evaluate** – Complete 3 learning checks (due Dec 8 – 60 pts) **Reflect** – Complete Part Three reflection activity (due Dec 8 – 100 pts)
8	Dec 9-14 *note this is a shortened week (6 days)		**Final Exam** – due Dec 14th

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:
https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students
Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
    - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
    - TimelyCare: https://caps.gmu.edu/timelycare-services/
    - Writing Center: https://writingcenter.gmu.edu/

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.