

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

HEAL 331 DL1– Men’s Health  
3 Credits, Fall 2024  
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 CANVAS (LMS) housed in the MyMason portal. You will log in to the course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Aug 26<sup>th</sup>, 12:01am.

- 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.**

**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 Canvas: <https://mymasonportal.gmu.edu>

Full text available by GMU Libraries:

<http://mutex.gmu.edu/login?url=https://www.taylorfrancis.com/books/9781351022620>

### **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/7203291>
- 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.

### **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 Canvas 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-- Exams and Quizzes will NOT reopen after the due date. For other work submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, work will NOT be accepted. Extensions may be possible with prior approval (before the due date) from the instructor.**
  - **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 ensure accessibility must be registered with George Mason University Disability Services.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas, Tk20, hard copy).

- **Assignments and/or Examinations**

Test 1 (chapters 1-5) Test 2 (chapters 6-9) Test 3 (chapters 10-14) Each Canvas 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.	90 pts.
<u>Written Assignments</u>	60 pts.

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.	
<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 students must 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.
<b>TOTAL:</b>	<b>250 pts.</b>

#### Grading Scale by percentage

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

#### 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

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
1	Aug 26- Sep 1	<b>Part 1: Male psyche</b> Chapter 1: Introduction to men's health	No assignment due. Review book & syllabus
2	Sep 2-8	Chapter 2: Masculinity and seeking help	<i>Short essay quiz 1</i> <i>Discussion forum 1</i>

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
3	Sep 9-15	Chapter 3: Body image	<i>Short essay quiz 2</i> <i>Discussion forum 2</i>
4	Sep 16-22	<b>Part II: The body</b> Chapter 4: Male anatomy	<i>Short essay quiz 3</i> <i>Discussion forum 3</i>
5	Sep 23-29	Chapter 5: Sexual health	<b>Test 1: covers Chapters 1-5</b> <b>Assignment 1</b>
6	Sep 30 – Oct 6	Chapter 6: Sexual orientation	<i>Short essay quiz 4</i> <i>Discussion forum 4</i>
7	Oct 7-13	Chapter 7: Chronic diseases	<i>Short essay quiz 5</i> <i>Discussion forum 5</i>
8	Oct 14-20	<b>Part III: Relationships</b> Chapter 8: Mental health	<i>Short essay quiz 6</i> <i>Discussion forum 6</i>
9	Oct 21-27	Chapter 9: Healthy relationships	<b>Test 2: covers Chapters 6-9</b> <b>Assignment 2</b>
10	Oct 28 – Nov 3	Chapter 10: Fatherhood	<i>Short essay quiz 7</i> <i>Discussion forum 7</i>

WEEK/DATES		TOPIC/READINGS	ASSIGNMENT DUE
11	Nov 4-10	Chapter 11: Violence	<i>Short essay quiz 8</i> <i>Discussion forum 8</i>
12	Nov 11-17	<b>Part IV: Staying healthy</b> Chapter 12: Alcohol, tobacco, and drugs	<i>Short essay quiz 9</i> <i>Discussion forum 9</i>
13	Nov 18-24	Chapter 13: Nutrition	<i>Short essay quiz 10</i> <i>Discussion forum 10</i>
14	Nov 25 – Dec 1	THANKSGIVING BREAK	No assignments due
15	Dec 2-8	Chapter 14: Physical fitness/activity	<b>Test 3: covers Chapters 10-14</b> <b>Assignment 3</b>

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

### 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/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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **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](mailto:titleix@gmu.edu).