

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 327 – 5P1 —Women’s Health (3)
Fall 2013

DAY/TIME:	TH 4:30 – 7:10 p.m.	LOCATION:	RAC 2203
PROFESSOR:	Ms Becky Griesse, MPH	EMAIL ADDRESS:	rgriesse@gmu.edu
OFFICE LOCATION:	Classroom	PHONE NUMBER:	703-581-4795
OFFICE HOURS:	By Appointment	FAX NUMBER:	n/a

PREREQUISITES/COREQUISITES

None

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 OBJECTIVE

At the completion of this course, students will be able to:

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.

COURSE OVERVIEW

- Class attendance is required. Please arrive on time. If a student is unable to attend class, please notify the instructor prior to absence via email.
- Participation is important. Students are expected to come prepared to participate in activities and discussions on assigned readings.
- Please turn off or mute all cell phones during class. Ringing and vibrating phones disturb the flow of class. Electronic devices such as laptops, iPads, tablets, etc. will not be needed for class and should not be used.
- Please be respectful of differing opinions, values, and beliefs that will be discussed throughout this semester.
- Late assignments will **not** be accepted without prior written approval, and will be subject to grading penalty.

NATURE OF COURSE DELIVERY

Face to face. Attendance is required.

REQUIRED READINGS

Lewis Alexander, L., LaRosa, J.H., Bader, H., Garfield, S., James Alexander, W. (2014) *New Dimensions in Women's Health (6th ed.)* Burlington, MA: Jones & Bartlett Learning, LLC.

Other required readings will be posted to Blackboard a week prior to class.

EVALUATION

Quizzes/Writing Assignments (10 points each – 70 total points)

Students are expected to attend class and fully participate in class activities and discussions based on the required reading for the week. There will be **10** unannounced quizzes/writing assignments. Only your 7 highest grades will count in your final grade. The quizzes will contain a mixture of multiple choice and true/false questions. The writing assignments will be no longer than one page and will take place in the middle or the end of the class. You will be asked to respond to a specific activity or question in no more than 1 page. There are no make-ups.

Media Analysis (75 points)

Students will pick three media examples depicting women and discuss how each example impacts women's health. The paper should include answers to the following questions:

- How are women portrayed in this example? What stereotypes are being displayed?
- How might the media example impact women as well as others who may be viewing it?
- What impact does this portrayal have on women's health?

Media examples may include images (i.e., advertisements), song lyrics, videos/movies/TV shows, etc. Please include either a link to the example or a copy of the example with the paper (examples not included in page limit). The paper should be 3-5 pages, double-spaced, and APA style references. A cover sheet should be included but not as one of the 3-5 pages.

Grades will be based on content (did you respond to the three questions and pick three media examples); organization and structure; format (following APA style for references; page limit, etc.); and grammar, punctuation and spelling.

Group Presentation (75 points)

Students will be put into small groups based on class size. Each group will be assigned an age group to focus on: Adolescents, Young Adults, Mid-Life, or Seniors. Groups will then choose a health topic that is pertinent to the assigned age group. Groups will research this topic and develop a 15-minute presentation answering the following questions:

1. Why your topic is important to women's health and specifically girls/women in your assigned age group?
2. How does the health topic impact women in your assigned age group?
3. What can be done about this health issue? (prevention, treatment, etc.)

Presentations should be creative. For example, a group could create a game to present the information for class. Creativity will be included in points. Along with the presentation, groups must create a one-page fact sheet regarding the health topic to be handed out to the class. At least 5 references in APA style should be included for the fact sheet and presentation. References must be reputable health sources. You may include websites (not Wikipedia or Yahoo) but do not include the textbook as a reference. Be sure grammar and spelling is correct.

Each person in the group is responsible for a portion of the oral presentation. Presentations will take place on the last day of class. Groups must hand in a copy of the presentation (i.e. PowerPoint, game, etc.) and the fact sheet. Grades will be based on creativity; content; grammar, punctuation and spelling; format (i.e. references); and presentation skills.

Exams (100 points each)

A mid-term and final exam will be given to assess your knowledge and understanding of course materials. Each exam will cover material from the preceding chapters and other required reading as well as class presentations and guest lectures. Exams will be a mix of multiple choice, true/false, matching and short answer. The final exam is not cumulative and will only cover material following the mid-term.

Assignments Points

Quizzes/Reflections	70
Media Analysis	55
Group Project	75
Mid-Term	100
Final	100
TOTAL:	400

Grading Scale

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	

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/READING
08/29/13 Week 1	Introduction/Syllabus/ Consolidated Chapters 1 & 2
09/05/13 Week 2	Chapter 3 – <i>Health Promotion and Disease Prevention</i>
09/12/13 Week 3	Chapter 4 – <i>Sexual Health</i> Chapter 5 – <i>Reproductive Health</i>
09/19/13 Week 4	Special Guest: TBD Chapter 6 – <i>Pregnancy and Childbirth</i>
09/26/13 Week 5	Chapter 7 <i>Sexually Transmitted Infections</i> Chapter 8 – <i>Menopause and Hormone Therapy</i>
10/03/13 Week 6	Mid-Term (Chapters 1-8)
10/10/13 Week 7	Chapter 9 – <i>Nutrition, Exercise, and Weight Management</i> Media Analysis Due
10/17/13 Week 8	Chapter 10: <i>Understanding and Preventing Cardiovascular Disease and Cancer</i>
10/24/13 Week 9	Special Guest: TBD Topic: Alcohol and Other Drugs Chapter 13: <i>Substance Use</i>
10/31/13 Week 10	Chapter 11 – <i>Other Chronic Diseases and Conditions</i>
11/07/13 Week 11	Chapter 12 – <i>Mental Health</i>
11/14/13 Week 12	Special Guest - TBD Chapter 14 – <i>Violence Abuse and Harassment</i>
11/21/13 Week 13	Chapter 15 – <i>Women in the Workforce</i>
11/28/13	Thanksgiving Break – No Class

12/05/13 Week 14 Last Day of Class	Group Presentations
12/12/13	Final Exam (Chapters 9-15)

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>]

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

