

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism
HEAL 327 001 - Women's Health
3 Credits, Fall 2016
Monday, 4:30–7:10pm Robinson Hall B222 Fairfax campus

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

Not applicable.

Course Delivery Method

This course will be delivered using a lecture format.

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.
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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Not applicable.

Required Texts

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.

Additional readings may be posted on Blackboard throughout the semester.

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).

Please note that all the evaluations during the course are 'performance based assessments' and no fieldwork experience is required.

- **Assignments and Examinations**

Participation:

Students are expected to stay current in readings and assignments and to actively participate in class discussions and exercises. Students will be evaluated on their participation. Please note that participation means participating presence and not just being in the class. Student will get up to 5% of the total grade for attended participation. These credits will be pro-rated. Instructor asks questions during the class and if a student responds, they get participation credit for it. The student must send email to the instructor within 24 hours of classroom participation to document their participation.

Short writing assignments:

Three short writing assignments will be posted ad hoc (randomly) on Blackboard for students to complete during the semester. These can be including but not restricted to a review of an article, a commentary on a current event, or a critique of a contentious topic. More details regarding the assignments will be provided in class. Due dates for assignments will be the week following the date of assignment. All submissions are on-line only and on the Blackboard (no email submission). Assignments are expected to be ~

250 to 500 words (about one to two page), in MS Word document, double spaced, Times New Roman 12 font size, and with citations in APA format. Each assignment will be worth 100 points. Each assignment will count for 5% of the total grade (15%). Late submissions will receive the following reduced grades: within 24 hours late (1 letter grade lower); 24-48 hours late (2 letter grades lower). Assignments will NOT be accepted if they are more than 48 hours late. Students must use APA format for citation and referencing of all sources.

Group Presentation:

Students will be put into small groups based on class size (about 3 or 5 students per group). Each group will choose one **important debated topic** related to women's health (context can be U.S. or global). The group will present the topic to the class on the designated day. Each group will get a maximum of 15 minutes to present. Then there will be a question & answer session for 10 minutes. The total session will be about 30 minutes. The presentation may include an interactive presentation, small group activity, large group activity, playing a game and/or watching a film as long as the time limit of 15 minutes is followed.

The presentation will try to answer the following questions:

- Why is your topic important to women's health?
- How does the topic impact women?
- Why it is debated or debatable?
- What can be done about this health issue? (Prevention, treatment, etc.)?

Presenters will be graded as an individual as well as a team. Please see the rubric for grading. Grades will be based on timing, thoroughness of research, presentation skills (team play), and ability to argue and debate the point. Though I will use the rubric to help me evaluate more objectively, I will have the final say in total grades. Group presentation will count for 15% of the total grade.

Quizzes/Short Tests:

There will be four quizzes/short tests based on the various chapters and topics discussed in the class. It will be taken in the class but online on Blackboard. Therefore, students will come to class. Question format will be multiple choice, short answer, fill-in-the-blank and short essay questions. Each quiz/test will count for 5% of the total grade (20%).

Mid-Term Exam:

A mid-term exam will be given on the date noted in course outline attached. It will be taken in the class but online on Blackboard. Therefore, students will come to class. Question format will be multiple choice, short answer, fill-in-the-blank and short essay questions. Many of the questions will be same or similar to the questions in the quizzes/short tests. Mid-term will count for 20% of the total grade.

Final exam:

A final exam (non-cumulative) will be given to assess your understanding and knowledge of course materials. It will be taken in the class but online on Blackboard on the day of the final exam. Therefore, students will come to class. Question format will be multiple choice, matching, true/false, short answer, and fill-in-the-blank and short essay questions. They will be based on information from the text, readings, and materials discussed during lectures. Final exam will count for 25% of the total grade.

- **Other Requirements**

- Students are expected to be on time, attend all class meetings, do the readings, and be prepared to participate in class discussions. If you need to come in late for any reason, please do so quietly so as not to disturb your classmates. If you need to leave early, please let me know before the beginning of class.

- Be an active participant. Participation makes this class a more valuable experience for everyone.

- Be respectful of others and their belief systems, and help to create a safe environment where people feel comfortable sharing information. Disrespect will not be tolerated.

- Make-up exams will only be given in the case of extreme circumstances. These circumstances must be documented in detail. If a student misses an exam due to a circumstance that is not extreme then it is at the instructor's discretion whether or not the exam will be given and what automatic point deduction will occur for missing the original exam date.

- Late work will NOT be accepted. Extenuating circumstances will be determined by instructor.

- All assignments that include sources should have in-text citations and a References list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (i.e., books, articles, websites) is unacceptable and will result in a zero. All sources cited must be reputable sources of information. These include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies.

- You are free to bring in food and drinks, as long as you throw your trash away.

- In the event of inclement weather or any other emergency, follow the decision of the University. Please check the university website for any weather-related cancellations. In the event of class cancellation, students will be contacted via email about rescheduling, assignments due, etc.

- Blackboard will be used for posting course files, rubrics, readings, and assignments and communicating with the class. It is your responsibility to check the course site on a regular basis for updates to the syllabus, readings, etc.

- Email is the primary method of communication between students and faculty. All emails will be returned within 24 hours.

- Cell phone use is not allowed in the class. Laptop must be used only for the class purposes only.

- **Grading**

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Percent of total grade
Participation	5
Short writing assignments	15
Group Presentation	15
Quizzes/Short Tests (5% each x 4)	20
Mid-Term exam	20
Final exam	25
Extra credit	3
TOTAL:	100

- **Grading Policies**

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		

Professional Dispositions

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

Class Schedule

Week	Class	Date	Topic	Reading (Alexander et al.) during the week for the following class	During class activity / other / notes
1	1	01/23	Introduction / Syllabus Review Chapter 1 – Introduction to Women’s Health	- Chapter 2	

2	2	01/30	Chapter 2 – The economics of women’s health	Chapter 4	Group creation
3	3	02/06	Chapter 4 – Sexual health	Chapter 4	Quiz 1 (Chapters 1-2) Group topics due
4	4	02/13	Chapter 4 – Sexual health	Chapter 5	
5	5	02/20	Chapter 5 – Reproductive health	Chapter 6	
6	6	02/27	Chapter 6 – Pregnancy and childbirth	Chapters 3, 8, 9	Group 1, 2 presents
7	7	03/06	Chapter 3 – Health Promotion and disease prevention Chapter 8 – Menopause and hormone therapy Chapter 9 –Nutrition, exercise, and weight management	Chapters 3, 8, 9	Quiz 2 (Chapters 4-6) Guest speaker (tentative, TBD)
8		03/13	Spring Break	No class Chapters 7, 10, 11	Enjoy your time
9	8	03/20	Midterm Chapters 7 – Sexually transmitted infections Chapter 10 – Understanding and preventing cardiovascular disease and cancer Chapter 11 – Other chronic diseases and conditions	Chapters 7, 10, 11	Mid-term exam Chapters 1-6, 8, 9
10	9	03/27	Chapters 7 – Sexually transmitted infections Chapter 10 – Understanding and preventing cardiovascular disease and cancer Chapter 11 – Other	Chapters 12, 13	Group 3, 4 presents

			chronic diseases and conditions		
11	10	04/03	Chapter 12 – Mental Health Chapter 13 – Substance Use	Chapter 12 Chapters 13	
12	11	04/10	Chapter 12 – Mental Health Chapter 13 – Substance Use	Chapter 14	Guest speaker (tentative, TBD)
13	12	04/17	Chapter 14 – Violence Abuse and Harassment	Chapter 14	Quiz 3 (Chapters 12, 13)
14	13	04/24	Chapter 14 – Violence Abuse and Harassment	Chapter 15	Group 5, 6 presents
15	14	05/01	Chapter 15 – Women in workforce Course Evaluations	-	Quiz 4 (Chapter 14)
16	15	05/08	Study session		Attendance optional
17	16	5/15	Final Exam (Chapters 7, 10 – 15) *Students are required to be available on the scheduled day set by the university. This is not negotiable.	Chapters 7, 10-15	Final exam Chapters 7, 10-15

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

Noteworthy dates:

Monday Jan 30	Last day to drop class with no tuition penalty
Mon Feb 27 – Fri Mar 31	Selective Withdrawal Period
Mon Mar 13 – Sun Mar 19	Spring Break (No classes)
Mon May 8	Study session- attendance optional
Mon May 15	Final exam

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

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- 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 <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

Rubric for presentation:

Individual scores:

Criteria	Outstanding- 5 pts	Good- 4 pts	Fair- 3 pts	Unacceptable- 1 pt
Other team members' feedback about your contribution in preparing the presentation	All team members endorse your contribution	Majority team members endorse your contribution	Endorsement is 50-50 among your team members	No one endorses your contribution
Presence on the stage on the day of the presentation	Present from the beginning to the end	Present but arrived late	Present in the class but not on the stage	Absent for the class/presentation (without approval or genuine reason)

Team scores:

Criteria	Outstanding- 5 pts	Good- 4 pts	Fair- 3 pts	Unacceptable- 1 pt
Presentation (team-play)	Professional. Very good teamwork, synchronization and, equal participation	Impressive. Team work and participation good but synchronization lacking	Reasonable. Not enough team work or participation & poor synchronization	No team work, no equal participation, no synchronization
Timing	On time- neither too long nor too short	10% over or under the schedule	25% under or over the allocated time	No sense of timing. Is too short or too long
Research	Very thorough	Reasonable	Little research	No research

	research	research		
Debating skills	Strong logic and argument	Reasonable logic and argument	Mild and non effective logic or argument	No logic or argument or counter argument to own thesis

The team scores will apply to every team member equally. The scores will be adjusted to make 20% of the total course grades.