

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

HEAL 327. DL1 – Women’s Health  
3 Credits, Fall 2023  
Distance Learning  
August 21- December 13

**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 21, 2023 at Noon. The last day of instruction will be on Saturday, December 2, 2023, followed by the final exam period of December 6 to December 13, 2023.**

**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 Wednesday. Schedule adjustments have also been made to accommodate the Thanksgiving Break. Deadlines for all assignments are listed below and will also 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. If a student misses an assignment during the course, they are able to request a *one-time* opportunity to make up the missed work at the discretion of the instructor if the request is submitted within a week of the module deadline. This one-time opportunity does not extend beyond the final date of course instruction and requires instructor approval. 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> (1 survey, up to 15 points)	<b>15</b>
<b>Introduction post</b> (1 introduction post, up to 10 points)	<b>10</b>
<b>Self-Assessment</b> (5 anonymous assessments, up to 15 points each)	<b>75</b>
<b>Reaction Paper</b> (2 written assignments, up to 25 points each)	<b>50</b>
<b>Content questions</b> (25 questions in 10 modules, up to 25 points each)	<b>250</b>
<b>Final Exam</b> (50 multiple choice questions, 2 points each)	<b>100</b>
<b>Total number of possible points</b>	<b>500</b>

**Syllabus Quiz:** In Module 1 there will be a syllabus quiz to ensure that students have reviewed the course expectations, schedule, and required assignments. This quiz will be a multiple-choice quiz with 15 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:** 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 in response to specific prompts. Complete details for this assignment will be posted on Blackboard.

**Self-Assessment:** 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 instructor will manually add points to the gradebook for each submitted

assessment. The assessments are an opportunity to reflect on the health topics raised in class and offer questions to the instructor.

**Reaction Papers:** There will be 2 written assignments during the course to serve as reaction papers (no more than 3 pages, double-spaced) to specific questions about course content and brief videos that students will watch. Video lengths will vary from 20 to 60 minutes. The purpose of these assignments is to explore the topics presented in class and reflect on information presented. 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 up to 25 multiple choice and true/false questions about the content.

**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. This is an independent assignment for each student.

- **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>
<b>Week of 8/21/2022</b> (Module 1)  Course opens on 8/21/22 at noon	Introduction to Women’s Health  The Economics of Women’s Health	Read Chapter 1 Read Chapter 2  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 8/30 1) <b>Syllabus Quiz</b> 2) <b>Introduction Post</b>
<b>Week of 8/28/2022</b> (Module 2)  Module 2 opens on 8/29/22 at noon	Health Promotion and Disease Prevention	Read Chapter 3  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 9/6 1) <b>Content Questions #1</b>
<b>Week of 9/4/2022</b> (Module 3)  Module 3 opens on 9/5/22 at noon	Sexual Health	Read Chapter 4  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 9/13 1) <b>Content Questions #2</b> 2) <b>Self-Assessment #1</b>
<b>Week of 9/11/2022</b> (Module 4)  Module 4 opens on 9/12/22 at noon	Reproductive Health	Read Chapter 5  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 9/20 1) <b>Content Questions # 3</b>
<b>Week of 9/18/2022</b> (Module 5)	Pregnancy and Childbirth	Read Chapter 6  Assignments due 11:59 PM on 9/27 1) <b>Content Questions # 4</b>

Module 5 opens on 9/19/22 at noon		2) <b>Self-Assessment #2</b>
<b>Week of 9/25/2022</b> (Module 6)  Module 6 opens on 9/26/22 at noon	Sexually Transmitted Infections	Read Chapter 7  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 10/4 1) <b>Self-Assessment #3</b> 2) <b>Reaction Paper # 1</b>
<b>Week of 10/2/2022</b> (Module 7)  Module 7 opens on 10/3/22 at noon	Menopause and Hormone Therapy	Read Chapter 8  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 10/11 1) <b>Content Questions #5</b>
<b>Week of 10/9/2022</b> (Module 8)  Module 8 opens on 10/10/22 at noon	Nutrition, Exercise, and Weight Management	Read Chapter 9  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 10/18 1) <b>Content Questions #6</b> 2) <b>Self-Assessment #4</b>
<b>Week of 10/16/2022</b> (Module 9)  Module 9 opens on 10/17/22 at noon	Understanding and Preventing Cardiovascular Disease and Cancer	Read Chapter 10  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 10/25 1) <b>Content Questions #7</b>
<b>Week of 10/23/2022</b> (Module 10)  Module 10 opens on 10/24/22 at noon	Other Chronic Diseases and Conditions	Read Chapter 11  Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 11/1 1) <b>Content Questions # 8</b>
<b>Week of 10/30/2022</b> (Module 11)  Module 11 opens on 10/31/22 at Noon	Mental Health	Read Chapter 12  Read materials and watch videos posted on Blackboard  <i>No required assignment due</i>

<p><b>Week of 11/6/2022</b> (Module 12)</p> <p>Module 12 opens on 11/7/22 at noon</p>	<p>Drugs and Substance Abuse</p>	<p>Read Chapter 13</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 11/15</p> <p>1) <b>Content Questions # 9</b></p> <p>2) <b>Self-Assessment #5</b></p> <p>3) <b>Reaction Paper # 2</b></p>
<p><b>Week of 11/13/2022</b> (Module 13)</p> <p>Module 13 opens on 11/14/22 at noon</p>	<p>Violence, Abuse, and Harassment</p>	<p>Read Chapter 14</p> <p>Read materials and watch videos posted on Blackboard</p> <p>Assignments due 11:59 PM on 11/29</p> <p>1) <b>Content Questions #10</b></p> <p><b>Note: Extension due to Thanksgiving Recess</b></p>
<p><b>Week of 11/20/2022</b></p>	<p>**No new course module posted this week due to recess **</p>	<p>George Mason closed 11/22-11/26 due to Thanksgiving Recess</p>
<p><b>Week of 11/27/2022</b> (Module 14)</p> <p>Module 14 opens on 11/28 at noon</p>	<p>Women in the Workforce</p>	<p>Read Chapter 15</p> <p>Read materials and watch videos posted on Blackboard</p> <p><b><i>No required assignment due; questions on content will be included in the final exam</i></b></p>
<p><b>Week of 12/4/2022</b> (Final Exam)</p> <p>Final exam opens on 12/6 at noon</p>	<p>Final Exam</p>	<p><b>Final Exam</b> due 11:59 PM on 12/13</p> <p><b>Note: The Final Exam is due on <u>Wednesday, December 13</u></b></p>

**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/>.

### 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/> .**

Mason is now partnered with TimelyMD to deliver **TimelyCare** – a new virtual mental health and well-being platform for students. The service provides 24/7 access to virtual care at no cost and augments the in-person and virtual mental health services that remain available to Mason students through Counseling and Psychological Services (CAPS) and Student Health Services (SHS).

### **How can students access **TimelyCare**?**

Students can go to [timelycare.com/gmu](https://timelycare.com/gmu) or directly download the **TimelyCare** app from the app store to register with their school email address. Students can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States.

**Who can use **TimelyCare**?** Any enrolled Mason student.

**What services are available?**

- **Talk Now:** Unlimited on-demand mental health support 24/7, available to all Mason students throughout the world!
- **Health Coaching:** Unlimited access to health coaching, available to all Mason students throughout the world.
- **Scheduled counseling sessions:** Limited to 12 sessions per academic year, available to all Mason students throughout the United States. Students can choose the day, time, and mental health provider of their choice.
- **Psychiatry sessions:** Available to all Mason students throughout the United States by referral from CAPS, Student Health Services, or a **TimelyCare** counselor.
- **Self-Care Content:** Yoga and meditation sessions and group conversations

**How much does a **TimelyCare** visit cost?**

**TimelyCare** services are available at no cost to students.