

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

HEAL 331 A01 – Men’s Health  
3 Credits, Summer 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 Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on May 12<sup>th</sup>, 12:01a.

**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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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, 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 Blackboard 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 is only accepted on an individual basis with professor approval.** All late work without prior notification and permission will be graded as zero.
- 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.

### **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 Blackboard: <https://mymasonportal.gmu.edu>

Full text available by GMU Libraries:

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

### **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).

Test 1 (chapters 1-5)	90 pts.
Test 2 (chapters 6-9)	
Test 3 (chapters 10-14)	

Each Blackboard 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.	
<u>Written Assignments</u> 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 each. Students will have six articles to choose from when writing their papers.	60 pts.
<u>Short Essay Quizzes</u> There will be 5 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 25 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.	25 pts.
<u>Discussion Forums</u> Each student is expected to post a comment in 5 different discussion forums and in each forum he/she has to reply to another student's posting. Each posting with reply is worth 5 points for a total of 25 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	25 pts.
<b>TOTAL:</b>	<b>200 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		

#### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

#### Class Schedule

DATES/WEEK	TOPIC/READINGS	ASSIGNMENT DUE
May 13-19 <b>Week #1</b>	Chapters 1-3 <b>Part I: Male psyche</b> Chapter 1: Introduction to men's health Chapter 2: Masculinity and seeking help Chapter 3: Body image	<b>Assignment 1</b>  <i>Short essay quiz 1</i> <i>Discussion forum 1</i>
May 20-26 <b>Week #2</b>	Chapters 4-5 <b>Part II: The body</b> Chapter 4: Male anatomy Chapter 5: Sexual health	<b>Test 1: covers Chapters 1-5</b>  <i>Short essay quiz 2</i> <i>Discussion forum 2</i>

<b>DATES/WEEK</b>	<b>TOPIC/READINGS</b>	<b>ASSIGNMENT DUE</b>
May 27 - June 2 <b>Week #3</b>	Chapters 6-7 Chapter 6: Sexual orientation Chapter 7: Chronic diseases	<b>Assignment 2</b>  <i>Short essay quiz 3</i> <i>Discussion forum 3</i>
June 3-9 <b>Week #4</b>	Chapters 8-9 <b>Part III: Relationships</b> Chapter 8: Mental health Chapter 9: Healthy relationships	<b>Test 2: covers Chapters 6-9</b>  <i>Short essay quiz 4</i> <i>Discussion forum 4</i>
June 10-16 <b>Week #5</b>	Chapters 10-14  Chapter 10: Fatherhood Chapter 11: Violence <b>Part IV: Staying healthy</b> Chapter 12: Alcohol, tobacco, and drugs Chapter 13: Nutrition Chapter 14: Physical fitness/activity	<b>Test 3: covers Chapters 10-14</b>  <b>Assignment 3</b>  <i>Short essay quiz 5</i> <i>Discussion forum 5</i>

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 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 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, 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).

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