

**THE UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HLSC 3860 – MEN'S HEALTH**  
**Course Syllabus – Summer I, 2016**  
Online Delivery  
May 9<sup>th</sup> – June 22<sup>nd</sup>, 2016

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**COURSE DESCRIPTION:**

This course will apply a holistic perspective and a gender studies lens to comprehensively examine men's health. Physical, mental, emotional, social, and spiritual aspects of men's lives are explored, including the impact of the family, community, society, institutions, and the environment on the health of men. Gender is a significant determinant of health, and men's health is profoundly influenced by the social performance of masculinities. Men's health extends far beyond a focus on men's unique physical characteristics, and students will explore the psychological, biomedical, and socially constructed risk factors that contribute to the prevalence of common conditions and diseases among men.

**COURSE OBJECTIVES:**

Upon completing this course, students will:

1. Reflect on the importance, need, and place of "men's health."
2. Discuss concepts relevant to men's health and men's health promotion.
3. Examine the perceptions and beliefs about masculinities, and their potential and/or real influence on the health of men.
4. Describe various concerns, issues and myths surrounding men's health.
5. Discern behaviours and practices which promote health and prevent illness in men.
6. Identify and discuss common men's health conditions and diseases across the lifespan.
7. Explore biomedical, psychological, sociological, and gendered risk factors that place men "at risk" for health conditions and diseases.
8. Access resources related to men's health.

**REQUIRED TEXT:**

Broom, A., & Tovey, P. (Eds.). (2009). *Men's health: Body, identity, and social context* (1<sup>st</sup> ed.). Chichester, UK: Wiley-Blackwell.

**ADDITIONAL RESOURCES:**

Links to additional readings, audio, and video resources will be provided through the Moodle learning management system.

## APPROACH TO LEARNING:

As an online course, class activities will be delivered via the Moodle learning management system, and occasionally using Adobe Connect, throughout the Summer I semester. As a compressed six-week course, two modules will be covered each week, analogous to delivering two class sessions. Readings will be assigned from the required text and articles posted in Moodle, and video lectures for each module will review core course concepts. Learning is an active process, and asynchronous class activities will provide opportunities to expend intellectual effort for the purposes of developing critical- and creative-thinking skills, and in particular, grounding in the area of men's health. In this course, you (as learners) are required to take leadership and responsibility for meeting your individual learning needs. As a community, we will share responsibility for the collective "learning journey" in this course.

## CREATING A POSITIVE LEARNING ENVIRONMENT:

You've all invested a lot of time and money in your education, and it's important that everyone helps to contribute to a learning environment that is as positive as possible. Therefore, all students will be expected to display (and encourage in each other) courtesy and respect during the class. Therefore, please adhere to the following guidelines.

### *Guidelines for the Discussion Forums*

- **Confidentiality:** What is said in class discussions should stay in class discussions.
- **Respect:** Respect the ideas, beliefs, and perspectives of other members of the class. We often learn when we hear an opinion that differs from our own. Scholarly and respectful debate is desirable; however, respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks. Disruptive, abusive, discriminatory, or harassing communication or behavior is not acceptable and will be dealt with swiftly by the instructor in accordance with the University of Lethbridge's non-academic offense policies (please see 2015/16 Undergraduate Calendar, pp. 77-80)
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, sarcasm, tongue-in-cheek comments, and personality do not translate in written text (and this is what emoticons are for 😊).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.

## ASSIGNMENT GUIDELINES:

Late Penalty: Unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written notes from an appropriate health care provider will be required for waiver of this penalty.

## DESCRIPTION OF ASSIGNMENTS:

### 1. Discussion Forum Participation (40%)

Participating in asynchronous discussions is a considerable requirement of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment. **Prior** to participating in the discussion, you are required to study the modules for that week, and read the assigned readings for that week.

**In summary, each week\* each student will do the following.**

#### 1<sup>st</sup> half of the week\*:

1. Study the **modules** for that week\* (please refer to course outline or Moodle for when the week\* starts) and read the assigned **readings** within Moodle, view any assigned **videos**, and participate in any **quizzes**.
2. **Without reading the postings of others first, post your original thoughts** on two of the three questions in the appropriate discussion forum, viewing the question through the lens of the module and readings. These responses are **core posts** and should be no more than 250 words in length. To avoid a confusing discussion forum, please post your responses to discussion questions **in the designated subject thread** (which will be clearly indicated). You will be evaluated on the depth of your discussion and engagement with and reflection on the required readings and activities. You must enter your core post **within the designated time period**. **I strongly recommend that you post your own original thoughts (informed by the course modules and readings) prior to reading the postings of others.** This ensures that the discussion forum presents a rich cornucopia of ideas and experiences, not just “group think” and a re-articulation of the ideas of others. **Please post all postings in text, not as attachments.** You may want to initially develop your thoughts in Word and then copy and paste; this helps prevent the possibility of Moodle timing you out and you losing your work in progress ☹—a rare but time-consuming event for you.

#### 2<sup>nd</sup> half of the week\*:

3. **Respond** to two peers' original postings, on two different topics, to affirm and extend their thinking. These follow up responses to other participants – should be less than 100 words in length and should professionally *affirm*, *challenge* and *extend* the initial respondent's thinking. **Make sure you end these responses with a challenging question.** In a sense, these will be like small group discussions since you will be responding to different topics and asking questions to extend the thinking of your peers. If you notice that as many as three different people have already responded to one posting, please choose another. Please review the section on **Guidelines for Discussion Forums**.
4. **Respond** to those who have responded to your original posting.

**Weeks will run from Monday to Sunday the following week. Please follow the course schedule for detailed posting and timeline information.**

The instructor will provide a grade on discussion participation out of 30 each week as per the criteria below.

#### *Assessment criteria for discussion participation:*

1. Timeliness and consistency of contributions (as above). Postings are within the time frame specified in the syllabus. No grammatical or spelling errors. Postings have substance yet are concise. (Maximum of 2 marks.)
2. Evidence of deep reflection upon course readings. Course materials and academic literature are **cited**. Clear evidence of critically examining issues raised by the prompting questions. Expression of ideas is clear and succinct. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Clear links between modules and readings; demonstrates understanding of linked sources where applicable. Logical development of ideas, arguments and conclusions. (Maximum of 8 marks for each original post.)

3. Responds to **two** peers on **two** different topics. Responds to peers' and instructor's questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students' ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and challenging and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Responses to peers end with a question that seeks to clarify and extend the thinking of others. Proactively promotes learning of the class as a whole.
  - Responses to peers = maximum 4 marks each
  - Responses to the questions asked of you by your peers in their responses to your original post = 1 mark each

Please be aware that when only two of three questions are to be answered as original posts, only the first two will be graded.

## 2. Online Moodle Tests

- Test 1: (15%) – Week 2
- Test 2: (15%) – Week 4
- Test 3: (15%) - Week 6

Tests will include multiple-choice and true/false questions from video lectures/accompanying PowerPoint presentations, assigned readings, and online discussions. Questions may be randomized, so students may write a slightly different test than their peers. Each test can be written by the student at any location and time during the designated testing week, and students will receive feedback and their grade at the end of the testing period.

## 3. Marketing Men's Health Assignment (15%)

Men have traditionally been a notoriously difficult group to reach with health education and programming, since healthy lifestyle choices are frequently constructed as un-masculine in many social contexts. During this course, you will be exposed to masculinities theory, common men's health issues, and social marketing approaches to address men's health. This assignment provides you with an opportunity to creatively apply this newly acquired knowledge in the development of a social marketing campaign to address a men's health issue of your choice.

- i. Each student should select a men's health topic by the second week of class, and discuss this topic with the course instructor to receive approval before embarking on the assignment. Although each individual will have some choice regarding their topic, the instructor will ensure that a variety of topics are chosen to keep the presentation of these topics as interesting as possible to your colleagues in your discussion cohort
- ii. Prepare and post a presentation for your discussion cohort in the provided Moodle discussion forum. The presentation of this information can be through a Word or PDF document, a PowerPoint presentation, or even as a website or video if you prefer. Regardless of the approach to presenting your marketing plan for your chosen men's health issue, please address the following elements:
  - **What** is the men's health issue or problem, what are the key messages you want to get across, and what do you hope to achieve through your social marketing strategy/campaign? What are the 4 Ps related to your marketing strategy/campaign (Product, Price, Place, Promotion)?
  - **Who** is your target population? Are there any unique qualities of this population that you need to address in your strategy/campaign?
  - **Why** have you taken the approach that you have with your marketing strategy/campaign?

- **Where** will you deliver your strategy/campaign? What media or locations will be the site of delivery?
- **When** is the best time to deliver this strategy/campaign?
- **Present a traditional print ad or other media** (website, radio public service announcement (PSA), Meme, poster, YouTube video etc.) to support the goals of your campaign and present it to your discussion cohort. Creativity, thinking outside the box, and use of humor are encouraged. You are also expected to incorporate your newly acquired insights about the influence of masculinities in your approach to reaching men, but try not to reinforce hegemonic masculinities, which could contribute to unintended negative impacts on men's health in other ways

Students will post their draft presentation for feedback from members of their discussion cohort in week 4, and will have the opportunity to incorporate this formative feedback into the final product that will be posted in week 5.

### GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

### PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Please familiarize yourself with the university policies related to the academic offences of plagiarism, cheating, and duplication, which can be found on page 73 in [Part 4: Academic Regulations, Policies, and Program Requirements](#) of the 2015/16 University of Lethbridge Undergraduate Academic Calendar.

### ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**COURSE SCHEDULE (tentative and subject to change):**

<b>Week #</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Required Reading/ Assignments</b>
<b>1</b>	Module 1	- Introduction to Men's Health and Masculinities	See Moodle Course
	Module 2	- Masculinities and Health - Population Health	Broom & Tovey – Chapter 1 See Moodle Course
<b>2</b>	Module 3	- Hypermasculinity, Violence, and Men's Health - PTSD as a Men's Health Issue	See Moodle Course
	Module 4	- Medicalized Masculinities - Social Marketing and Men's Health - <b>Test #1</b>	Broom & Tovey – Chapter 3 See Moodle Course  <b>Confirm Marketing Men's Health Topics by the end of this week</b>
<b>3</b>	Module 5	- Sexual Health <ul style="list-style-type: none"> <li>o STIs</li> <li>o Contraception</li> <li>o Circumcision</li> <li>o Erectile Dysfunction</li> <li>o Impact of pornography</li> <li>o etc.</li> </ul>	Broom & Tovey – Chapter 5 See Moodle Course
	Module 6	- Men and Cancer <ul style="list-style-type: none"> <li>o Testicular Cancer</li> <li>o Prostate Cancer</li> <li>o Breast Cancer</li> <li>o Cancer in general</li> </ul>	Broom & Tovey – Chapter 2 See Moodle Course
<b>4</b>	Module 7	- Men and Mental Health <ul style="list-style-type: none"> <li>o Depression</li> <li>o Suicide</li> <li>o Sexual Abuse</li> <li>o Addictions and compulsive masculinities</li> </ul>	Broom & Tovey – Chapters 6 & 7  See Moodle Course  <b>Post draft Marketing Men's Health presentation for peer feedback</b>
	Module 8	- Cardiovascular Health - <b>Test #2</b>	Broom & Tovey – Chapter 4 See Moodle Course

<b>Week #</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Required Reading/ Assignments</b>
<b>5</b>	Module 9	- Marginalized Masculinities and Health	Broom & Tovey – Chapter 9 See Moodle Course
	Module 10	- Health of Gay, Bisexual, and Transgendered Men	See Moodle Course <b>Post final Marketing Men's Health presentation for Marking by the end of this week</b>
<b>6</b>	Module 11	- Men's Health Throughout the Lifespan	See Moodle Course
	Module 12	- Body Building, Steroids, Baldness, and more - <b>Test # 3</b>	See Moodle Course Broom & Tovey – Chapter 8

## HLSC 3860 – Men’s Health

### Marketing Men’s Health - Assignment (15%)

Name:

Elements for Evaluation	Scoring	Mark
1. Identifies the issue or problem, and the messages they want to get across. Identifies the social marketing strategy/campaign and the 4 Ps related to your marketing strategy/campaign (Product, Price, Place, Promotion).	/4	
2. Identifies the target population and any unique qualities of this population that need to be addressed in the strategy/campaign.	/1	
3. Explains why they have taken the approach that they have with their marketing strategy/campaign.	/2	
4. Identifies where they will deliver their strategy/campaign and what media or locations will be the site of delivery. Identifies the best time to deliver this strategy/campaign.	/1	
5. Presents a traditional print ad or other media (website, radio public service announcement (PSA), Meme, poster, YouTube video etc.) to support the goals of the campaign to the class. Uses creativity and humor. Incorporates newly acquired insights about the influence of masculinities in the approach to reaching men, while not reinforcing hegemonic masculinities, which could contribute to unintended negative impacts on men’s health in other ways	/5	
6. Ideas are expressed clearly, written material is grammatically correct, sources are cited appropriately	/2	

Total: /15

Comments: