

**George Mason University
School of Recreation, Health, Fitness and Tourism**

**HEAL 110- Personal Health (3)
Spring 2011**

DAY/TIME:	T R 3:00 PM-4:15PM	LOCATION:	Shenandoah Hall Room 107
INSTRUCTOR:	Elizabeth Hanfman, MA	EMAIL ADDRESS:	ehanfman@gmu.edu
OFFICE LOCATION:	4260 Chain Bridge Road Suite A6	PHONE NUMBER:	703-993-3697
OFFICE HOURS:	Most Days- Email for Appt	FAX NUMBER:	703-246-8997

PREREQUISITES

None

COURSE DESCRIPTION

Focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety and other topics.

COURSE OBJECTIVES

By the end of the course the students will be able to:

1. Recognize specific aspects and determinants of personal health;
2. Demonstrate knowledge in ten basic health areas:
 - a. Mental/emotional well-being;
 - b. Fitness;
 - c. Nutrition/weight management;
 - d. Family/social wellness;
 - e. Alcohol, tobacco and other substance abuse prevention;
 - f. Infectious/chronic disease control and prevention;
 - g. Consumerism and health care utilization;
 - h. Safety;
 - i. Human growth and development; and
 - j. Environmental conservation.
3. Identify ways they can improve their personal health;
4. Investigate the basic principles of the functioning of the human body as they relate to a person's health behavior choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

COURSE OVERVIEW

This course is a degree requirement of BSED Health and Physical Education, and BS Athletic Training and Education. It is also an elective for majors in other degree programs. Through a variety of learning activities, students will be expected to master content in 10 basic topics of personal health. They will also be expected to apply strategies for change to improve personal health. The development of student competencies in HEAL 110 relate to standards for the National Council for the Accreditation of Teacher Education, and the Commission and the Accreditation of Athletic Training Education.

REQUIRED READINGS

Hales, D. (2011). An invitation to health (2009, 2011 ed.). Belmont, CA: Wadsworth Cengage Learning.

Additional course material: <http://courses.gmu.edu>

EVALUATION

Health Change Packet	25
Stress Activity Packet	20
Reaction Paper 1	30
Reaction Paper 2	30
Health Change Plan Paper	75
Health Change Plan Presentation	25
Exam 1	50
Exam 2	50
Final Exam	50
Participation	30
Pre and Post-Survey	5
Total	390 Points

Grading Scale

94-100= A	88-89=B+	78-79=C+	60-69=D
90-93=A-	84-87=B	74-77=C	0-59=F
	80-83=B-	70-73=C-	

Exams (3 @ 50 Points Each)

The course will consist of three exams based on chapter readings and class lectures. Each exam will include a variation of multiple choice and short answer questions. The first exam will cover chapters 1 through 7 (March 8), the second will cover chapters 8-13 (April 12), and the final exam will cover chapters 14 through 20 (May 17).

Reaction Papers (2 @ 30 Points Each)

For each reaction paper you will pick a current event article pertaining to any health topic and write a 2-3 page, double-spaced reaction paper. You can find articles from news websites such as msn.com or cnn.com or you can get your articles from newspapers or magazines. Reaction paper 1 is due in class on February 24 and reaction paper 2 is due in class on April 19.

Health Change Plan Paper (75 Points)

Write a 6-8 page health change plan paper that highlights the important subject material in the course. Relate what you have learned in the class to your own life in terms of what you might want to change, are in the process of changing, or have changed in the past in order to become a healthier person. Use your Health Change Packet as a guideline. You are free to use charts, lists and diagrams. Be creative! The paper is due in class on May 3.

Health Change Plan Presentation (25 Points)

At the last two class meetings (May 3 and 5) students will be required to present their health change plans to the class. This should be a general overview of your project. The use of PowerPoint, posters, or other visuals is encouraged but not required. Your presentation should be about 3 minutes.

Participation (30 Points)

Attendance and participation are important to learning the course material and achieving the course objectives. Attendance will be recorded at each class and will be taken into account for midterm and final grades. Students will be given a participation grade based on participation in class discussion and attentive listening.

DATE		TOPIC	READING ASSIGNMENT	ASSIGNMENT DUE
January	25	Introduction & Overview		
January	27	Your Invitation to Healthy Change	Chapter 1	
February	1	Psychological and Spiritual Well-Being	Chapter 2	<i>Health Change Packet Due</i>
February	3	Personal Stress Management	Chapter 3	
February	8	Personal Stress Management cont.		
February	10	Taking Care of Your Mind	Chapter 4	<i>Stress Activity Packet Due</i>
February	15	The Joy of Fitness	Chapter 5	
February	17	Personal Nutrition	Chapter 6	
February	22	Personal Nutrition cont.	Chapter 6 (cont.)	<i>Class will be held in Fine Arts B110</i>
February	24	Managing Your Weight	Chapter 7	<i>Reaction Paper #1 Due</i>
March	1	In Class Movie; Food Inc.		
March	3	In Class Movie; Food Inc.		
March	8	EXAM 1		<i>Covers Chapters 1-7</i>
March	10	Communicating and Relating	Chapter 8	
March	15	NO CLASS: SPRING BREAK		
March	17	NO CLASS: SPRING BREAK		
March	22	Avoiding Addictions	Chapter 11	
March	24	Personal Sexuality and Reproductive Choices	Chapters 9 and 10	<i>Class will be held in Fine Arts B110</i>
March	29	Special Topic: Environmental Health		<i>Class will be held in Fine Arts B110</i>
March	31	ATTEND HEALTH EXPO		<i>10-4- Dewberry Hall, Johnson Center</i>
April	5	Alcohol and Tobacco Use, Misuse, and Abuse	Chapter 12 and Chapter 13	
April	7	Personal Sexuality and Reproductive Choices cont.	Chapters 9 and 10 (cont.)	
April	12	EXAM 2		<i>Covers Chapters 7-13</i>
April	14	Preventing Major Diseases	Chapter 14	
April	19	Preventing Major Diseases (cont.) and Avoiding Infectious Diseases	Chapters 14 (cont.) and 15	<i>Reaction Paper #2 Due</i>
April	21	Avoiding Infectious Diseases (cont.) and Lowering your Risk of Sexually Transmitted Infections	Chapters 15 (cont.) and 16	
April	26	Getting Quality Traditional and Nontraditional Health Care and Protecting Yourself from Injury, Violence, and Victimization	Chapters 17 and 18	
April	28	Creating a Healthier Environment and A Lifetime of Health	Chapter 19 and Chapter 20	
May	3	Health Change Presentations		<i>Health Change Paper Due</i>
May	5	Health Change Presentations		
May	17	1:30-4:15; FINAL EXAM		<i>Covers chapters 14-20</i>

**Readings should be completed by the date listed on the schedule above*

Note: This is a tentative course schedule. Faculty reserves the right to alter the schedule as necessary.

Late work/make-up exam policy:

Papers/assignments should be turned in by the end of class on the due date. Late assignments will receive a 5 point reduction for each class meeting late.

In order to schedule a make-up exam, you must see me in **advance** for permission to take it at a different time.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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>].

