

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110—Personal Health (3)
Fall 2012

| | | | |
|-------------------|--------------------------------------|----------------|------------------|
| DAY/TIME: | M/W 10:30am–11:45am | LOCATION: | BRH #257 |
| INSTRUCTOR | Michelle Parker, MBA | EMAIL ADDRESS: | mparke14@gmu.edu |
| OFFICE LOCATION: | N/A | PHONE NUMBER: | 703-673-2300 |
| OFFICE HOURS: | Before/after class/by Appointment | FAX NUMBER: | N/A |

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

In this course you will not only learn the above objectives but will be applying this knowledge in analysis of your own life and health behaviors.

Workout Presentation (10 Points)

Students will design a personal workout program to include cardiovascular/aerobic training program. The write up for the program will be 2 pages and include the following: Method (determine what type of aerobic activity you will engage in, determine the frequency and duration of your activity, list any special equipment needed for this activity, and be sure to include warm-up and stretching activities) and Discussion (discuss reasonable fitness goals and how to properly achieve those goals and discuss strategies for dealing with issues that may conflict with your exercise plan). Students will present the workout plan in class.

Food Diary and Summary (10 Points)

For this assignment, you will need to track everything you consume for 2 normal weekdays and 1 weekend (Saturday and Sunday). Students will keep a log of EVERYTHING they eat. You may choose any of the following programs: www.fitday.com or www.myplate.gov. The software programs will have you enter the items one at a time. When you have finished entering the data, a variety of reports are available for you to review. Your assignment is to write a 1-2 page personal analysis of your own health behaviors/habits as compares to guidelines/recommendations reviewed in lectures and should include a summary of your eating habits. Your summary should include the following: an overall review of your strengths and deficiencies, a plan for improvement (a health behavior change will be selected by the student and the process in making that change will be analyzed in the paper), and a consideration of how your current diet is impacting your health, wellness and performance. This should be related to the information in the text regarding diet and health. You may also include a copy of the reports from the program you choose. Papers will be in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

Poster Board Activity (10 Points)

Groups will select one STI and utilize the STI Fact Sheet to devise an informational poster. Students will work with groups to fill in the chart, using their textbook and the internet. Groups will present the poster in class.

Each exam will be 30 questions of multiple choice questions taken from both the text and materials discussed in lectures. Review points will be outlined at the end of the chapters to assist in preparation for examinations. The questions will measure ability to identify, recall, differentiate, apply and analyze the subject matter.

Students are held to the standards of the George Mason University Honor Code. Students are expected to attend all class sections, actively participate in class discussions, and fulfill all assignments. Participation is 10% of grade. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**. Students must take all four exams. In order to have examination rescheduled, students must provide appropriate documentation i.e. GMU athletic competition, illness, etc.

NATURE OF COURSE DELIVERY

Face to Face

REQUIRED READINGS

Hales, D. (2011). *An Invitation to Health: Choosing to Change*. (14th edition). Belmont, CA: Wadsworth, Cengage Learning

EVALUATION

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

| | Points |
|-------------------------------|---------------|
| Requirements | |
| Exam | |
| #1 Final Exam | 30 |
| #2 Midterm Exam | 30 |
| <i>Workout Presentation</i> | 10 |
| <i>Food Diary and Summary</i> | 10 |
| <i>Poster Board Activity</i> | 10 |
| <i>Participation</i> | <u>10</u> |
| TOTAL | 100 |

Grading Scale

| | | | |
|--------------|--------------|--------------|-------------|
| 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 | |

TENTATIVE COURSE SCHEDULE

| DATE | | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|-----------|----|--|-------------------------|
| M | August | 27 | Intro to class, Review syllabus | |
| W | August | 29 | Discuss Chapter 1- Your Invitation to Healthy Change Health is more than just the lack of illness; health is aliveness, energy, joy. | Complete Health Survey |
| M | September | 3 | Labor Day---No class | |
| W | September | 5 | Discuss Chapter 2- Psychological and Spiritual Well-Being Life is a collection of self-fulfilling prophecies | |

| DATE | | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|-----------|----|--|------------------------------------|
| M | September | 10 | Discuss Chapter 3- Personal Stress | Start Food Diary |
| W | September | 12 | Discuss Chapter 4- Taking Care of your Mind The best way to forget your own problems is to help someone else solve theirs. | |
| M | September | 17 | Discuss Chapter 5- The Joy of Fitness | Review development of fitness plan |
| W | September | 19 | Discuss Chapter 6- Personal Nutrition More people rust out than wear out. | |
| M | September | 24 | Discuss Chapter 7- Managing your Weight | Food Diary and Summary Due |
| W | September | 26 | Discuss Chapter 8- Communicating and Relating | |
| M | October | 1 | Workout Presentations Day #1 | |
| W | October | 3 | Workout Presentation Day #2 | |
| M | October | 8 | Columbus Day—No Class | |
| W | October | 10 | Discuss Chapter 9- Personal Sexuality | |
| M | October | 15 | Discuss Chapter 10- Reproductive Choices | |
| W | October | 17 | MIDTERM Exam on Blackboard (taken online on Blackboard) | Chp. 1-10 |
| M | October | 22 | Discuss Chapter 11- Avoiding Addictions The greatest use of life is to spend it on things that will outlast it. | |
| W | October | 24 | Discuss Chapter 12- Alcohol Use, Misuse and Abuse | |
| M | October | 29 | Discuss Chapter 13- Tobacco Use, Misuse and Abuse | |
| W | October | 31 | Discuss Chapter 14- Preventing Major Disease | |
| M | November | 5 | Discuss Chapter 15- Avoiding Infectious Disease | |
| W | November | 7 | Discuss Chapter 16 Lowering your Risk of Sexually Transmitted Diseases | |
| M | November | 12 | Work on Group Poster Boards (STI) | |
| W | November | 14 | Present Posters | |
| M | November | 19 | Discuss Chapter 17- Getting Quality Traditional and Non- Traditional Healthcare | |
| W | November | 21 | Thanksgiving Break (21st-25th) No Class | College Closed |
| M | November | 26 | Discuss Chapter 18- Protecting yourself from injury, violence and victimization | |
| W | November | 28 | Discuss Chapter 19- Creating a Healthier Environment | |
| M | December | 3 | Discuss Chapter 20- A lifetime of Health | |

| DATE | | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|----------|----|--|-------------------------|
| w | December | 5 | Last day of class- Summary and Review | |
| w | December | 12 | FINAL EXAM on Blackboard (taken online on Blackboard) | Chp. 11-20 |

Note: Faculty reserves the right to alter the schedule as necessary.

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/>].

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.

