

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, Fitness and Tourism**

**HEAL 110 5P2 Personal Health (3)**  
**Fall 2013**

DAY/TIME:	7:20p W	LOCATION:	Planet 120
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OFFICE HOURS:	T & R 8:30-10:30a	FAX:	(703)993-2025

**PREREQUISITES/COREQUISITES:** (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.
2. Identify ways they can improve their personal health;
3. Investigate the basic principles of the functioning of the human body as it relates to a person's health behavior choices and practices; and
4. Examine and discuss key facts, issues and problems related to personal health.

**COURSE OVERVIEW:**

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.

**PROFESSIONAL ASSOCIATION STANDARDS:**

This course is a degree requirement of BSED Health and Physical Education to qualify students for the Virginia teacher licensure endorsement in health education. This course is also a requirement in BS Athletic Training and Education and relates to standards for the Commission and the Accreditation of Athletic Training Education.

**NATURE OF COURSE DELIVERY:**

Face to face

**REQUIRED READINGS:**

Hales, D. (2012). An invitation to health (15th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 9781111827007. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

## EVALUATION:

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

### *Requirements*

### *Points*

#### Tests

#1	Covers course material related to chapters 1-10	15
#2	Covers course material related to chapters 11-20	15
#3	Covers course material related to chapters	15

Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the textbook as organized and presented in classroom lecture. Each test will be graded 0-100 points and weighted .15 of overall course grade. To best prepare for the tests, students should use their lecture notes to focus on important content in the textbook. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.

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#### Web Site Presentation

The web site presentation involves each student selecting one of the personal health web links provided at Blackboard, visit and familiarize him/herself with the web site and then present the web site (via computer-internet-LCD projector) to class in a 5-10 min. presentation. During the presentation the student needs to engage students in an interactive aspect of the web site. Specific guidelines are provided at Blackboard. A scoring rubric will be used to grade the presentation with the total possible score of 10 point to be graded 0-10 points factored directly into overall grade. This requirement represents cognitive, affective and psychomotor learning experiences for the student.

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#### Health Improvement Plan

A health improvement plan will be completed by each student according to guidelines posted at Blackboard. The plan will be implemented at the start of the semester and completed by the end of the semester. He/she will also make health change plan presentations in small groups at start, mid and end points of the course. The health change plan will be graded 0-100 points and weighted .30 of overall course grade. The plan will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.

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#### Participation

According to GMU academic policy, students are expected to attend class regularly and in-class participation is important not only to the individual student, but also to the class as a whole. This means students are expected to not only attend class but also participate in class activities: large and small group discussion, self-assessments and disclosure, simulations and role plays, media analysis, in-class writing assignments, and others. Thus, participation credit in this course involves being in full attendance during each class day and actively involved in class activities. Absence [ABSE] results in no credit. Arriving late [LATE], taking an extended break [EBRK] or leaving early [LEFT] from class results in partial credit. Student non-course computer (or cellular) use [NCCU] is not active involvement in class activities and, therefore, results in partial credit. Although medical excuses are not accepted, each student is entitled to one excused [EXCU] absence during the semester. The percent of attended days will be weighted .20 of overall course grade. Participation is based on cognitive, affective, and psychomotor learning experiences and they will reinforce the important subject material in the course.

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	HEALTH AREA	READINGS/ASSIGNMENT DUE
W	Aug	28	Your Invitation to Healthy Future; and Psychological and Spiritual Well-Being	Mental well-being	Chapters 1 & 2
W	Sep	4	Finish: Psych Well-Being; Care of Your Mind	Mental well-being	Chapters 2 & 3 Web site presentation
W	Sep	11	Personal Stress Management; and Social Health	Mental well-being; and Social well-being	Chapters 4 & 5 Web site presentation(s)
W	Sep	18	Finish: Social Health; Personal Nutrition	Nutrition/weight management	Chapters 5 & 6 Web site presentation(s)
W	Sep	25	Managing Your Weight; and Joy of Fitness	Nutrition/weight management; Fitness	Chapters 7 & 8 Web site presentation(s)
			<i>Health Improvement Plan Part I due (small group presentation)</i>		
			<i>First Test – online at Blackboard (covers material from Chs 1-7)</i>		
W	Oct	2	Finish: Joy of Fitness; Personal Sexuality	Fitness; Family/Social well-being	Chapters 8 & 9 Web site presentation(s)
W	Oct	9	Reproductive Choices; and Lower Risk of STIs	Family/Social well-being; Infectious disease control	Chapters 10 & 11 Web site presentation(s)
W	Oct	16	Finish Lower Risk of STIs; Avoiding Addictions	Infectious disease control; Substance abuse prevention	Chapters 10 & 12 Web site presentation(s)
W	Oct	23	Tobacco Use, Misuse and Abuse	Substance abuse prevention	Chapter 13 & 14 Web site presentation(s)
			<i>Health Improvement Plan Part II due (small group presentation)</i>		
			<i>Second Test – online at Blackboard covers course material related to Chapters 8-14</i>		
W	Oct	30	Preventing Major Diseases	Chronic disease prevention and control	Chapter 15 Web site presentation(s)
W	Nov	6	Infectious Diseases	Infectious disease prevention and control	Chapter 16 Web site presentation(s)
W	Nov	13	Traditional/Nontraditional Health Care; Personal Safety	Health care consumerism; Safety	Chapter 17 & 18 Web site presentation(s)
W	Nov	20	No class		-
W	Nov	27	Finish Personal Safety; Healthier Environment	Safety; Environmental conservatism	Chapter 18 & 19 Web site presentation(s)
W	Dec	4	Lifetime Health	Growth and development	Chapter 20 Web site presentation(s)
			<i>Health Improvement Plan Part III due (small group presentation)</i>		
			<i>Third Test – online at Blackboard (covers course material related to Chapters 15-20)</i>		

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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

