

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110—Personal Health (3)
Spring 2014

Day/Time:	R 4:30pm–7:10pm	Location:	Robinson A 208
Instructor:	Angela C. Johnson, MPH, CHES	Email Address:	ajohns46@gmu.edu
Office Location:	SUB 1, Suite 3200	Phone Number:	703-993-3690
Office Hours:	By Appointment Only	Fax Number:	703-993-3685

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

Personal Health 110 covers a breadth of health topics all related to establishing and maintaining one's health and wellness. Students are expected to fully participate in all aspects of course material delivery, including, but not limited to: lectures, discussions, small group projects, examinations, papers, and reading material. Examinations will cover class content and reading assignments. The success of the class is contingent upon all students' active participation and engagement. Readings and assignments are due at the beginning of class on the specified date per the syllabus.

Participation (10 Points) *Due Each Class*

Students are expected to be on time, attend all class meetings, complete all readings, and be prepared to participate in class discussions. **You will earn participation points based on your attendance and engagement in the class.** You will also receive participation points for excused absences, which include the following:

- An anticipated absence that you notify me of in writing **at least 1 week** ahead of time that I deem as excusable.
- An absence due to a religious holiday that you have notified me of in writing during the **first two weeks** of class.
- An absence due to illness if you notify me via email prior to the missed class **AND** you bring a doctor's note the following class.

All other absences will be unexcused. You will not earn attendance points when you have an unexcused absence. Situations may come up which prevent you from making it to class and therefore, you may decide what merits missing class and will earn/lose points accordingly. **Students arriving more than 30 minutes late or leaving more than an hour early will only receive partial for attendance.**

Personal Health Paper (5 Points) *Due Feb. 6*

Each student will select a personal health behavior change and write a 2-page paper about the behavior, the benefits of making the behavior change, the desired outcome, the process in making the change, and the challenges to making the behavior change.

Group Nutrition and Fitness Presentation (10 Points) *Due Mar. 6*

Students will work in a group to design a fitness and nutritional regimen to include cardiovascular/aerobic training, and balanced dietary habits. The presentation will include the following:

- Method (determine what type of aerobic activity in which you will engage, determine the frequency and duration of your activity, explain any special equipment needed for this activity, and be sure to include warm-up and stretching activities)
- Discussion (discuss reasonable fitness goals and how to properly achieve those goals, discuss strategies for dealing with issues that may conflict with your exercise plan)
- Nutrition Plan (plan a dietary regimen that will provide the nutrition needed to properly fuel a student engaging in the specified fitness program)
- Food Diary (below)

In addition to the Group Nutrition and Fitness Presentation, you will turn in a Food Diary. You will **INDIVIDUALLY** 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, www.supertracker.usda.gov 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 compared 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, 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. The Food Diary summary will be completed and submitted individually as a supplement to the group project. This portion of the project does not need to be shared with your group members.

Individual Health Poster Presentation (15 Points) *Due Apr. 24*

Students will select one health topic covered in this class and create a poster to present the topic to the class. Students will work individually to express the history of the health topic, how it affects college-aged students, potential challenges, and methods to tackle the health topic. Students may use creative approaches in their presentation, incorporating print material, media campaigns, etc. to showcase the selected health topic.

Examinations (30 Points each) *Due Mar. 20 and May 8*

Each exam will consist of multiple-choice and essay questions taken from both the text and materials discussed in class. The questions will measure the ability to identify, recall, differentiate, apply and analyze the subject matter. Midterm and final examination **reviews** will take place during the Mar. 6 and May 1 classes.

STUDENT EXPECTATIONS

1. **Honor Code.** The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please inquire [See <http://academicintegrity.gmu.edu/honorcode/>].
2. **Participation.** Students are expected to attend all class sections, actively participate in class discussions, and fulfill all assignments. Participation is 10% of your grade. Assignments must be turned in at the beginning of class on the specified date due or **only partial credit will be given. For each calendar day an assignment is late, a full letter**

grade will be deducted. Students must take all examinations. In order to have an examination rescheduled, students must provide appropriate documentation (i.e. GMU athletic competition, illness, etc.). Students are expected to complete all assigned readings. Engagement with the material is necessary for the success of the course. Therefore, students need to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. Students should prioritize and schedule time during their week to read the required readings in preparation for each class session, as well as explore literature in their specific field of interest as it relates to the course objectives.

3. **Communication Skills.** Writing and communication skills are critical. Students should integrate standards of professional and scholarly communications in all of their work, from papers, to presentations, to conversations. Reading and writing groups among students are strongly encouraged; sharing your written work with others for critique and discussion is a primary means of strengthening our critical thinking and writing skills, as well as improving the quality of our work. Use *Publication Manual of the American Psychological Association, 6th Edition* for papers when appropriate.
4. **Electronics.** Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
5. **Disability Services.** 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/>].

Nature of Course Delivery

Face to Face

Required Readings

Hales, D. (2013). *An Invitation to Health: Choosing to Change*. (15th edition). Belmont, CA: Wadsworth, Cengage Learning

Evaluation

This course will be graded on a point system, with a total of 100 possible points. Assignments are weighted in the fashion listed below. All papers will be written in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

Requirements	Points
Participation	10
Personal Health Paper	5
Nutrition and Fitness Presentation (Group)	10
Individual Health Presentation	15
Midterm Examination	30
Final Examination	30
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	

Course Schedule

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

Date	Topic	Readings Due	Assignment Due
Jan. 23	Introduction: Your Invitation to Healthy Change	Chapter 1	
Jan. 30	Psychological & Spiritual Well-Being	Chapters 2, 3, 4	
Feb. 6	Personal Nutrition & Weight Management	Chapters 6, 7	Personal Health Paper Due; Assign Groups for Nutrition and Fitness Presentation
Feb. 13	Let's Get Physical!	Chapter 8	
Feb. 20	Personal Sexuality & Reproductive Choices	Chapters 9, 10	
Feb. 27	Lowering Your Risk of STIs Healthy Relationships	Chapters 11, 5	
Mar. 6	Group Presentations Midterm Review		Nutrition and Fitness Group Presentations Due
Mar. 13	SPRING BREAK: NO CLASS		
Mar. 20	Midterm (Chapters 1-11)		Midterm Examination
Mar. 27	Addictions Alcohol, Tobacco & Other Drugs	Chapters 12, 13, 14	
Apr. 3	Infectious Illnesses & Major Diseases	Chapters 15, 16	
Apr. 10	Personal Safety & Healthcare	Chapters 17, 18	
Apr. 17	A Healthier Environment & Lifetime	Chapters 19, 20	
Apr. 24	Individual Health Poster Presentations		Individual Health Presentations Due
May. 1	Individual Health Poster Presentations (Cont'd) Final Review		
May. 8	Final Exam (Chapters 12-20)		Final Examination

Campus Resources

1. 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/>].
2. 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/>].
3. 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/>].
4. **WAVES (Wellness, Alcohol and Violence Education and Services)** helps students develop and maintain healthy lifestyles through one-on-one support and interactive programs and resources. Some of the topics addressed by this office include healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use and sexual health [See <http://waves.gmu.edu/>].

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honcode/>].

- 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.

