

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

**HEAL 110 DL3 – Personal Health (3)**  
Spring 2015

DAY/TIME:	Online	LOCATION:	Online
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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.

**DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on or before January 26, 2015.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari have compatibility issues with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Java Plug-in for using Collaborate (will request download when you access the Collaborate system for the first time.)
- Web Camera and microphone or other recording/video device for presentations.

**EXPECTATIONS:**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and

assignments, and participating in course discussions and group interactions. Instructor will track logins and views of material through the Blackboard system as a part of the participation grade.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted, unless as a result of a university technical issue.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

### **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:**

The breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and large group interaction. The assignments include a range of approaches, including reading current resources, attending group meetings, and preparing critical thinking and reflection papers. Examinations address reading assignments and class content. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

### **REQUIRED READINGS:**

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

**EVALUATION AND GRADING SCALE:** Students will be graded on a point system, achieving points for each assignment as articulated in the table earlier in this syllabus. A total of 100 points are possible in this course. Points will **NOT** be rounded-up to the next highest grade level. This course is graded on a point system, with a total of 100 possible points.

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	

### **REQUIREMENTS:**

Workout Presentation	7 points
Food Diary and Summary	8 points
STI Resource	5 points
Class Participation and Class Activities	10 points
Bi-Weekly Quizzes	21 points (3 points per quiz)
Online Journal	4 points (1 point per journal)
Mid-Term Exam	15 points
Final Exam	30 points

**ASSIGNMENTS: \*\*\*All assignments to be submitted electronically using the course Blackboard site as Microsoft Word documents (unless otherwise specified). Assignments due by 11:59pm on date indicated.\*\*\*** Note: Papers are due on the scheduled date; those received late are subject to score reduction. Grading rubrics will be provided on Blackboard for assignments.

### **Participation and Attendance:**

Attendance at class sessions is critical for a thorough understanding of course material. Class participation is based on engagement in class discussions, preparation with readings and assignments, and questions. Exams encompass readings, assignments, and discussions.

### **Workout Presentation:**

Students will design a personal workout program to include cardiovascular/aerobic training program. The presentation for the program will be a 5-7 minute presentation (recorded video with visuals and sound) 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 may consult with staff in Mason Recreation for assistance using campus facilities to develop a plan, or use a local gym. Please contact instructor to be connected with a member of the Mason Recreation staff.

### **Food Diary and Summary:**

For this assignment, you will need to track everything you consume for 3 normal weekdays and 1 weekend (Saturday and Sunday). Students will keep a log of EVERYTHING they eat. Use the following website: [www.myplate.gov](http://www.myplate.gov). The online software program 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. 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.

### **STI Resource:**

Students will select one STI and utilize the STI Fact Sheet to devise an informational resource. This should be a resource targeted at reaching traditional aged college students (18-25 year olds) and cover several key pieces of information, including how the STI is contracted, how it is treated, who is at risk, and how to protect against it. Since this is meant to reach and educate college students, it should be a catchy, interesting resource. Formats used for previous projects include a video commercial, a radio commercial, a poster, and an educational booth on campus.

### Online Journal (4 Entries):

On the Blog section of Blackboard, write a reflection on assigned topic. Blog entries should be 250-500 words in length and respond to the questions posed in the prompt, to be provided by the instructor.

### Quizzes:

A quiz will be administered on course readings and online lectures every other week (see calendar.) Quizzes will not be administered on weeks of midterm, final, or journal entries. Quizzes will measure comprehension of reading and lectures.

### Midterm and Final Exams:

Each exam will be questions of multiple choice questions and one essay 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. Exams will be administered online using Blackboard.

## SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
January 26	Introduction and Overview Your Invitation to Healthy Change	Chapter 1	
February 2	Psychological and Spiritual Well Being	Chapters 2, 3, 4	<b>Quiz 1 (Chapters 1-4)</b> <i>Journal Question 1 available</i>
February 9	Personal Nutrition and Weight Management	Chapters 6, 7	<b>Journal 1 Due</b> <i>Begin Food Diary</i>
February 16	The Joy of Fitness	Chapter 8	<b>Quiz 2 (Chapters 6-8)</b> <b>Food Diary Due</b>
February 23	Personal Sexuality and Reproductive Choices	Chapters 9, 10, 11	<b>Quiz 3 (Chapters 9-11)</b> <b>Workout Presentations Due</b> <i>Journal Question 2 available</i>
March 2	Workout Presentations		<b>Journal 2 Due</b> Review classmates' presentations and provide feedback
March 9	No Class-Spring Break		
March 16	Communicating and Relating	Chapter 5	
March 23	<b>MIDTERM EXAM (ONLINE)</b>		Chapters 1-11
March 30	Addiction & Alcohol	Chapters 12, 13	<b>Quiz 3</b> <i>Journal Question 3 available</i>
April 6	Drugs and Tobacco	Chapters 14	<b>Journal 3 due</b>
April 13	Major and Infectious Diseases	Chapter 15, 16	<b>Quiz 4</b> <i>Journal Question 4 available</i>
April 20	Healthcare Protecting Yourself	Chapters 17, 18	<b>Journal 4 due</b>
April 27	Healthy Environment	Chapter 19	<b>Quiz 5</b>
May 4	Lifetime Health	Chapters 20	<b>STI Resource Due</b>
May 11	<b>FINAL EXAM (ONLINE)</b>		Chapters 12-20

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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.

