

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 110 004-Personal Health (3)  
Spring 2015

**DAY/TIME:** Monday 4:30-7:10  
**INSTRUCTOR:** Ms. Nicole Mancini, M.A.  
**OFFICE LOCATION:** By Appt. Only  
**OFFICE HOURS:** By Appt. Only

**LOCATION:** ENGR 1109  
**EMAIL ADDRESS:** [nwyngaer@masonlive.gmu.edu](mailto:nwyngaer@masonlive.gmu.edu)  
**PHONE NUMBER:** 703 530-3026  
**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
  - 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.

Further, upon completion of this course, students will meet the following professional accreditation standards:*National Flashes of Insight Association (NFIA)*

8.21	Understanding of and the ability to analyze thought processes
8.22	Understanding of procedures and techniques for assessment

**NATURE OF COURSE DELIVERY:** Face to face

**REQUIRED READINGS:**

Hales, D. (2013). *An Invitation to Health* (16<sup>th</sup> edition). Belmont, CA: Wadsworth Publishing.

**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.

## EVALUATION/GRADING SCALE:

Attendance (1 point)	10
Personal Health Paper	5
Nutrition and Fitness Presentation (Group)	10
Individual Health Presentation	15
Midterm Examination	30
Final Examination	30
TOTAL	350

### 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	

### 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 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 unexcused absences. 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 receive partial credit for attendance.**

### ASSIGNMENTS AND READINGS: *Due As Assigned Below*

Assignments must be turned in on Blackboard on the specific due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** 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.

### PERSONAL HEALTH PAPER (5 points): *Due*

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. The personal health paper must pertain to a health behavior that **YOU** are experiencing or have experienced in the past.

### **GROUP NUTRITION AND FITNESS PRESENTATION (10 points):** *Due*

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 durations 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).
- 5-day Nutrition Plan (plan a dietary regimen that will provide the nutrition needed to properly fuel a student engaging in the specified fitness program for 5 days).
- Food Diary (below)

In addition to the Group Nutrition and Fitness presentations, you will turn in a Food Diary. You will **INDIVIDUALLY** track everything you consume for 2 normal weekdays and 1 weekend (Saturday or Sunday). Students will keep a log of EVERYTHING they eat. You may choose any of the following programs:

[www.fitday.com](http://www.fitday.com), [www.supertracker.usda.gov](http://www.supertracker.usda.gov) or [www.myplate.gov](http://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 PRESENTATIONS (15 points):** *Due*

Students will select one health topic covered in this class and create a visual aid 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.

### **EXAMS (30 points each):** *Due*

Students must take all examinations. In order to have an examination rescheduled, students must provide appropriate documentation (i.e. GMU athletic competition, illness, etc.). Each exam will consist of multiple-choice, fill in the blank, true/false, short response 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 \_\_\_\_\_ and \_\_\_\_\_ classes. **\*\*\*Note: Per University regulations, you are REQUIRED to take the Final Examination in person during the scheduled time. Please make any accommodation's that are necessary to ensure your availability.\*\*\***

## EVALUATION

Assignments are graded on a point system, totaling 100 possible points (as indicated above). All papers will be written in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

## MAKE UP WORK:

Students who are absent will not be able to make-up the in-class activities, quizzes or exams without an official university or a medical excuse. Students who miss an exam or other class activity because of an excused absence must complete the assignment within a week of the excused absence. It is the student's obligation to pursue any make-up work.

**LATE ASSIGNMENTS:** All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED.**

## COURSE OUTLINE

DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
1/26	Introduction: Your Invitation to Healthy Change	Chapter 1	
2/2	Psychological & Spiritual Well Being Stress Management	Chapters 2, 3, 4	
2/9	Personal Nutrition & Weight Management	Chapters 6, 7	Personal Health Paper Due: Assign Groups for Nutrition/Fitness Presentation
2/16 John Jones	Let's Get Physical!	Chapter 8	
2/23	Healthy Relationships & Personal Sexuality	Chapters 5, 9	
3/2	<b>Group Presentations</b> <b>Midterm Review</b>		Nutrition and Fitness Group Presentations Due
3/16 NO CLASS	Midterm (Chapters 1-9) on BLACKBOARD		Midterm Examination
3/23	Addictions Alcohol, Tobacco & Other Drugs	Chapters 12, 13, and 14	
3/30	Reproductive Choices Lowering Your Risk for STI's	Chapters 10, 11	
4/6	Infectious Illness & Major Diseases	Chapter 15, 16	
4/13	Personal Safety & Healthcare	Chapters 17, 18	
4/20	A Healthier Environment & Lifetime	Chapters 19, 20	
4/27	<b>Individual Health Presentations</b>		<b>Individual Health Presentations Due</b>
5/4	<b>Individual Health Presentations</b> <b>Final Review</b>		<b>Individual Health Presentations Due</b>
5/11	<b>Final Exam in CLASS (Chapters 10-20)</b>		<b>Final Examination</b>

There is no extra credit. This syllabus is subject to change.

### *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.

