

George Mason University
College of Education and Human Development
HEAL

HEAL 110 (002) – Personal Health
3 Credits, Fall 2016 Wednesday 7:20-10:00 pm. Krug Hall 5 Fairfax Campus

Faculty

Name: Mr. Paul Agner

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Prerequisites

"None."

University Catalog Course Description

Focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety and other topics.

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.

Course Delivery Method

This course will be delivered using a Lecture and hybrid (2- classes online) format.

Learner Outcomes or Objectives

By the end of this course, 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.

Required Texts

Hales, D. (2015). *An invitation to health: Live it now!* (17th ed.). Stamford, CT: Cengage Learning

Additional readings will be posted on Blackboard throughout the semester.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor either by email or a paper copy.

This course will be graded on a point system, with a total of 200 possible points.

Requirements Value	Point
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#1 Midterm- Multiple choice (45 questions) exam taken on Blackboard	45
#2 Final Exam - Multiple choice (45 questions) exam taken on Blackboard	45
<i>Written Assignments (3 total at up to 15 points each)</i>	45
<i>Class exit reflections (10 at 2 points each)</i>	20
<i>Behavior Change Project (3 parts up to 15 points each)</i>	45
TOTAL	200

Exams:

The midterm and final exam for this course will be taken on Blackboard. On the day of the midterm and final exam, students will not come to class. Students must log on during the specified time frame to complete the exam. Exams are not cumulative in nature. Upon submission, students will be immediately provided with their score.

Assignments:

There will be 3 written assignments due in the course.

1. Analyzing food intake for a 72 hour period and comparing it to the MyPlate recommendations
2. Developing a family medical tree
3. Response to information provided by specific websites related to environmental health.

The assignments will require students to write their responses to questions provided and then bring their responses to class to share in small and large group discussions. *Details and grading rubrics for each assignment will be provided on Blackboard at least 2 weeks before the assignment deadline.* [Full citations in format required for all assignments in course (e.g., APA, AMA, Chicago, and MLA)]

In class reflection and attendance:

This class will include regular class discussions and interactive learning activities. Student participation and attendance is critical and expected. Throughout the course there will be at least 10 opportunities for written reflection on each class. These reflections may occur in the middle of the class or at the end of class. Students who are not present when the reflection is offered will not receive the point. ***Exceptions** will only *be considered* for requests received in advance by the instructor.

Behavior Change Project:

Students must select some aspect of their health behavior which they wish to improve, and then design a self-change project that they will implement throughout the semester.

[Full citations in format required for all assignments in course (e.g., APA, AMA, Chicago, and MLA)]

In the past the following topics were explored by students in class:

- I want to stop smoking
- I want to smoke less
- I want to seek help because I am in an unhealthy relationship
- I want to drink more water
- I want to stop biting my nails
- I want self confidence
- I want to practice yoga

There will be 3 parts to the project.

Part 1 will be an opportunity to consider what your behavior change will be. Students must submit the following information in a 3-4 page paper.

(1) Identify a behavior that you would like to consider changing

(2) Explain how you made this choice.

Important Note: *If you choose to engage in physical activities (such as exercising or walking) you MUST indicate that you have a doctor's approval to engage in physical activities. In addition, any substantive nutritional changes should be with a consultation of a nutritionist or other health care provider. The point is NOT to engage in behaviors that will jeopardize your health. Causing harm to yourself in the course of this project will result in an "F" (I.e. eating one meal a day to lose weight). If you have questions, please ASK!!!*

(3) Explain when, where and why you think your current behavior (that you want to change) occurs. Be specific!

(4) List and explain resources in your community that can help you in changing your behavior. Explain if you will or will not use this resource.

(5) Indicate at least ONE person/group you are using as a support system and what they are doing to help you accomplish your goal.

(6) Create a timeline of goals. You must have at least 3 goals on how you will accomplish your main behavior change. For instance if I want to stop drinking Pepsi one goal may be to reduce my Pepsi intake by half in week one and by $\frac{3}{4}$ of all drinks by week two and no Pepsi by week three.

(7) Develop a reward system for yourself. Note: feeling really good is NOT enough!!! An example of this may be a back massage for every pound lost by your partner. Another example may be that for every day that I am saying positive things to my children I will reward myself with 10 extra minutes of sleep each morning.

(8) Describe how you will log your progress over the 30 days. (Ex. I will use a calendar and add a sticker for meeting my goal of drinking water for each day.

(9) How will you define success in your project?

(10) What will you do if you run into challenges accomplishing your goals?

Part 2 will include 5 questions about the progress being made in your project. Each response should be at least 150 words long.

- (1) How would you describe your progress in working towards your goal? Cite examples from your log.
- (2) What challenges have you had in the course of the project so far? How have you worked through them? If you have not had any challenges- what has helped you?
- (3) Have you used your support system, reward system or local resource? Why or why not?
- (4) Have your goals changed so far? Why or why not? If so, what did they change to?
- (5) What has this experience taught you so far?

Part 3 will include 4 final questions about the project. Each response should be at least 150 words long.

- (1) Review if the change was successful. Why or why not?
- (2) Provide your visual tracking tool that was used in the project.
- (3) Explain if there will be any future changes in your health as a result from this project
- (4) Identify one thing you learned about yourself as a result of this project
- (5) Identify one thing you learned in the project that was covered in class.

Optional Bonus Points:

Students may each receive up to 5 additional points for submitting a public service announcement (PSA) that is no more than 2 minutes in length. Students may choose any health topic covered in class, and design the PSA in a creative way. The content of the PSA must be accurate and sources must be identified. The textbook must be used as a source. PSAs must be submitted as a video on a CD or a web link. Students are encouraged to use props, costumes, etc. to make the PSA as interesting as possible. The PSA must include:

- An original, well-written health education message
- At least two sources (one being the textbook) providing at least 5 facts to consumers

Videos will be due on Nov 30 and will be shared with the entire class on April 28. Students in the class will be asked to provide their feedback on the PSA. This feedback will be used by the Instructor in determining the final number of points that will be received.

Grading Scale Points

187 pts. or above	A	158 – 155 pts.	C+
186 – 179 pts.	A-	154 – 147 pts.	C
178 – 175 pts.	B+	146 – 139 pts.	C-
174 – 167 pts.	B	138 – 135 pts.	D+
166 – 159 pts.	B-	134 – 127 pts.	D
		126 pts. and below	F

GMU 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	

Professional Dispositions

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

- Please be on time to class. If a student needs to come in late- please do so quietly as to not disrupt others. It is expected that students attend all classes. Failure to attend will result in missed points that will result in a lower course grade. **Requests** for exceptions must be submitted in writing to the Instructor prior to missing class.
- This class has a **REQUIRED** Blackboard component. It is important that students check Blackboard for important announcements, assignments and to access the midterm and final exam.
- Weather related announcements for class will be posted on the Blackboard page and communicated through Blackboard as well as by the Mason administration.
- Be an active participant- listen, ask questions, and share ideas. Active participation that will help to make this class more valuable. Sleeping in class is not a form of participation and students will be asked to leave.
- Please create a safe environment for people to openly communicate.
- Respect that each person is entitled to their own belief system.
- Complete all assignments on time. All written assignments are due at the beginning of class. Work must be submitted through Blackboard or turned in at the start of class as a hard copy. Late assignments will be accepted with .5 points deducted for each day the assignment is late. If a student misses class on a day when an assignment is due please note that the assignment **MUST** be received by the Instructor through Blackboard prior to the start of class or late points will be deducted. No exceptions will be made to this policy as all assignments will be provided at least 2 weeks prior to their due date.
- Type, spell check and proofread all papers. All papers must be typed with a font size of 12 points and a margin of 1 inch. All work must be double-spaced. Papers that are not in this format will receive a deduction in points. Grading rubrics for each assignment will be posted on Blackboard.
- All work in this class must be your own. Use appropriate citation in work that is referenced.
- Students may bring food and drink items to class, but please take all personal trash at the end of the class and dispose of properly.
- Cell phones must be muted or turned off during class. Please do not answer any calls in class or send/read any text messages. Video recording or taking pictures of any lecture is only allowed with the approval of the Instructor. Audio recording of lectures is allowed.
- Due to feedback from previous classes laptops should not be used in this class. Students have used laptops in the past for checking emails, surfing the internet and working on other work while class was in session and this is very disruptive to others. The nature of this class is not conducive to using laptops because the class consists of small and large group discussions on a

regular basis. If a student feels as though they need an exception made for them to succeed in the class then they should speak to the instructor personally.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor. *Campus Resources*
- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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/>). Template Revision Date: August 2016 3
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Wednesday night 7:20 – 10:00

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

TENTATIVE COURSE SCHEDULE

TOPIC			READINGS/ASSIGNMENT DUE
Aug	31	Introductions, Review of the Syllabus Chapter 1: The Power of Now	Chapter 1
Sept	7	Chapter 2: Your Psychological and Spiritual Well-Being Chapter 3: Caring for Your Mind	Chapters 2 and 3
Sept	14	Chapter 4: Personal Stress Management Chapter 6: Personal Nutrition	Chapters 4 and 6
Sept	21	Chapter 7: Managing Your Weight Chapter 8: The Joy of Fitness	Chapters 7 and 8 Assignment # 1 due
Sept	28	Chapter 5: Your Social Health	Chapter 5 Behavior Change Part # 1 due
Oct	5	Chapter 9: Personal Sexuality Chapter 10: Reproductive Choices	Chapters 9 and 10
Oct	12	<i>Midterm Exam</i>	Chapter 11 Exam via Blackboard
Oct	19	Chapter 11: Lowering Your Risk of Sexually Transmitted Infections	Chapter 11
Oct	26	Chapter 12: Addictions	Chapter 12 Behavior Change Part # 2 due
Nov	2	Chapter 13: Alcohol Chapter 14: Tobacco	Chapters 13 and 14
Nov	9	Chapter 15: Major Diseases	Chapter 15 Assignment # 2 due
Nov	16	Chapter 16: Infectious Illnesses	Chapter 16
Nov	30	Chapter 17: Consumer Health Chapter 18: Personal Safety	Chapters 17 and 18 Optional Bonus Videos Due Behavior Change Project # 3 Due
Dec	7	Chapter 19: A Healthier Environment Chapter 20: A Lifetime of Health Review Bonus Videos Course evaluations	Chapters 19 and 20 Assignment # 3 due
Dec	14	<i>Final Exam</i>	Exam via Blackboard

ABOUT INSTRUCTOR PAUL AGNER: I have both my undergraduate and master’s degree from George Mason University. I live in Burke Virginia with my wife and daughter. I teach Health & Physical Education and Teachers for Tomorrow at Lake Braddock Secondary school. Being an educator is the greatest job in the world. I never have to go to work – because I get to

go to school! Email is the best way to make contact with me. I check my email often and will respond within 24 hours.

Assessment Rubric(s)

Name	Written Assignments (3 total at up to 15 points each)
Description	Assignments: There will be 3 written assignments due in the course. 1. Analyzing food intake for a 72 hour period and comparing it to the MyPlate recommendations 2. Developing a family medical tree 3. Response to information provided by specific websites related to environmental health.

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Formatting Weight 33.00%	0 %	50 %	100 %
Organization Weight 34.00%	0 %	50 %	100 % Outstanding flow and structure to the paper.
Grammar Weight 33.00%	0 % Six or more errors	50 % Five errors	100 % No errors

Name	Class exit reflections (10 at 2 points each)
Description	This class will include regular class discussions and interactive learning activities. Student participation and attendance is critical and expected. Throughout the course there will be at least 10 opportunities for written reflection on each class. These reflections may occur in the middle of the class or at the end of class. Students who are not present when the reflection is offered will not receive the point. *Exceptions will only be considered for requests received in advance by the instructor.

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Formatting Weight 33.00%	0 %	50 %	100 %
Organization Weight 34.00%	0 %	50 %	100 %
Attendance Weight 33.00%	0 % More than 3 missed classes.	50 % 1 or 2 missed classes	100 % No missed class periods

Name	Behavior Change Project (3 parts up to 15 points each)
Description	Behavior Change Project: Students must select some aspect of their health behavior which they wish to improve, and then design a self-change project that they will implement throughout the semester.

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Formatting Weight 33.00%	0 %	50 %	100 %
Organization Weight 34.00%	0 %	50 %	100 %
Grammar Weight 33.00%	0 % More than six errors	50 % Five or fewer errors	100 % No errors