

George Mason University
College of Education and Human Development
HEAL 110

HEAL 110 DL4, CRN: 13457 – Personal Health
3 Credits, Spring 2017, Distance Learning

Faculty

Name: Stephen Howes, M.S.

Office hours: Virtual – Bb Collaborate – by appointment

Office location: N/A

Program Office location. Bull Run Hall, Suite 220

10890 George Mason Circle, MSN 4E5

Manassas, VA 20110 Office phone: [703-993-2060]

Email address: showes@gmu.edu

Prerequisites/Corequisites

(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 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 Jan 23, 12:01a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - 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/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon, and finish on Sun. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure

accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards: Not applicable

Required Texts

Hales, D. (2016). *An invitation to health* (17th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-305-63800-6. Additional course material at Blackboard:

<https://mymasonportal.gmu.edu>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Requirements	Possible Points
<u>Tests</u> Test 01 (covers chapters 1-7) Test 02 (covers chapters 8-14) Test 03 (covers chapters 15-20) Each Blackboard online exam is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in PowerPoint lectures. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	150 points
<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-5 points with a total of 50 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	50 points

<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums and in each forum he/she has to reply to another student's posting. Each discussion forum will be based on a self-assessment completed by the student and then discussed at the forum. Each posting with reply is worth 5 points for a total of 50 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	50 points
<u>Behavior Change Project</u> A Behavior Change Project will be completed by each student according to guidelines posted on Blackboard. The project will be implemented in three parts. Students will begin the project from the start of the class and submit the final portion as the class concludes. The student will submit personal health plan reports at start, mid-point, and end points of the course.	75 points
TOTAL 325 points	

Grading Scale

A (94 and above)
A- (90-93)
B+ (88-89)

B (84-87)
B- (80-83)
C+ (78-79)

C (74-77)
C- (70-73)
D+ (68-69)

D (64-67)
F (63 and below)

Professional Dispositions

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

Class Schedule

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
1	Jan 23 – 29	Mental well-being	Chapter 1 The Power of Now Start: Chapter 2 Your Psychological and Spiritual Well-Being
2	Jan 30 – Feb 5	Mental well-being	Finish: Chapter 2 Your Psychological and Spiritual Well-Being Chapter 3 Caring for Your Mind <i>Short essay quiz 1</i> due Feb 5 end of day covers ch 1 <i>Discussion forum 1</i> due Feb 5 end of day
3	Feb 6 – 12	Mental well-being; and Social well-being	Chapter 4 Personal Stress Management Start: Chapter 5 Your Social Health <i>Short essay quiz 2</i> due Feb 12 end of day covers ch 4 <i>Discussion forum 2</i> due Feb 12 end of day
4	Feb 13 - 19	Nutrition/weight management	Finish: Chapter 5 Your Social Health Chapter 6 Personal Nutrition <i>Short essay quiz 3</i> due Feb 19 end of day covers chs 5-6 <i>Discussion forum 3</i> due Feb 19 end of day

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
5	Feb 20 - 26	Nutrition/weight management	Chapter 7 Managing Your Weight Test 1 due Feb 26 end of day covers chs 1-7 Behavior Change Project – Part 1 due Feb 26 end of day
6	Feb 27 – Mar 5	Fitness; Family/Social well-being	Chapter 8 The Joy of Fitness Start Chapter 9 Sexual Health <i>Short essay quiz 4</i> due Mar 5 end of day covers ch 8 <i>Discussion forum 4</i> due Mar 5 end of day
7	Mar 6 - 12	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 9 Sexual Health Chapter 10 Reproductive Choices <i>Short essay quiz 5</i> due Mar 12 end of day covers ch 10 <i>Discussion forum 5</i> due Mar 12 end of day
8	Mar 13 - 19	SPRING BREAK	SPRING BREAK
9	Mar 20 - 26	Infectious disease control; Substance abuse prevention	Chapter 11 Lower Risk of STIs Start Chapter 12 Addictions <i>Short essay quiz 6</i> due Mar 26 end of day covers ch 11 <i>Discussion forum 6</i> due Mar 26 end of day
10	Mar 27 – Apr 2	Substance abuse prevention	Finish Chapter 12 Addictions Chapters 13 & 14 Alcohol and Tobacco Test 2 due Apr 2 end of day covers chs 8-14 Behavior Change Project - Part 2 due Apr 2 end of day
11	Apr 3 - 9	Chronic disease prevention and control; Infectious disease prevention and control	Chapter 15 Major Diseases <i>Short essay quiz 7</i> due Apr 9 end of day covers ch 15 <i>Discussion forum 7</i> due Apr 9 end of day
12	Apr 10 - 16	Infectious disease prevention and control; Health care consumerism	Chapter 16 Infectious Illnesses Start Chapter 17 Consumer Health <i>Short essay quiz 8</i> due Apr 16 end of day covers ch 16 <i>Discussion forum 8</i> due Apr 16 end of day

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
13	Apr 17 - 23	Health care consumerism; Safety	Finish Chapter 17 Consumer Health Start : Chapter 18 Personal Safety <i>Short essay quiz 9</i> due Apr 23 end of day covers ch 17 <i>Discussion forum 9</i> due Apr 23 end of day
14	Apr 24 - 30	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 A Healthier Environment <i>Short Essay quiz 10</i> due Apr 30 end of day covers ch 18 & 19 <i>Discussion forum 10</i> due Apr 30 end of day
15	May 1 - 6	Growth and development	Chapter 20 A Lifetime of Health Test 3 due May 6 end of day covers chs 15-20 Behavior Change Project – Part 3 due May 6 end of day

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

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 Mason 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 tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

Name Discussion forum - posting and reply

Description

Rubric Detail

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted comment addressed the self-assessment (by due date)	0 Points	0.25 Points	0.5 Points
Composed a minimum of five (5) complete and grammatically correct sentences	0 Points	0.25 Points	0.5 Points
Reply relevant to other student's posted comment	0 Points	0.25 Points	0.5 Points
Reply to other student's posted comment composed in minimum of 3 complete and grammatically correct sentence	0 Points	0.25 Points	0.5 Points

Name: Short Essay Quiz

Criteria

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted response addresses the assignment	0 points	.25 points	.5 points
Composed a minimum of five (5) complete sentences	0 points	.25 points	.5 points
Response is in essay format	0 points	.25 points	.5 points
Response is of users own words and thought	0 points	.25 points	.5 points