George Mason University
College of Education and Human Development
School of Health Recreation and Tourism

HEAL 110 DL1 – Personal Health
3 Credits, Fall 2018
Distance Learning

Faculty
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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 using a distance learning format.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].
  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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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.
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.

Professional Standards N/A

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 Blackboard will be the primary resource for submitted assignments unless otherwise noted.

This course will be graded on a point system, with a total of 100 possible points.

- **Assignments and/or Examinations**

Exams:
The midterm and final exam for this course will be taken on Blackboard. 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 2 assignments due in the course. The assignments will be accepted in writing, presentation, video, or any other form.
1. Analyzing food intake for a 72 hour period and comparing it to the MyPlate recommendations
2. Developing a family medical tree

The assignments may require students to write their responses to questions provided and share their responses in discussion boards. *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)]

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 ¾ of all drinks by week to 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.

Other Requirements
Class reflection and attendance:
This class will include regular class discussions and interactive learning activities. Student participation 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.

Point Value

Grading

		Point Value
#1	Midterm- Multiple choice (50 questions) exam taken on Blackboard	25
#2	Final Exam - Multiple choice (50 questions) exam taken on Blackboard	25
Written Assignments (2 total at up to 5 points each)		10
Class reflections (10 at 2 points each)		20
Behavior Change Project (3 parts up to 6 points each)		20
TOTAL		100

Grading Scale Points

93.5 pts. or above	A	79 – 77.5 pts.	C+
93 – 89.5 pts.	A-	77 – 73.5 pts.	C
89 – 87.5 pts.	B+	73 – 69.5 pts.	C-
87 – 83.5 pts.	B	69 – 60 pts.	D
83 – 79.5 pts.	B-	59 or lower pts.	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

See https://cehd.gmu.edu/students/polices-procedures/
Students are expected to exhibit professional behaviors and dispositions at all times.

- 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.

- Be an active participant- listen, ask questions, and share ideas.
- 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 before Sunday night 11:59 pm the week the assignments are due. Work must be submitted through Blackboard or shared through Google. Late assignments will be accepted with .5 points deducted for each day the assignment is late.

- 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.

Class Schedule

TOPIC			READINGS/ASSIGNMENT DUE
Week 1	8/27	Introductions, Review of the Syllabus Chapter 1: The Power of Now	**Chapter 1**
Week 2	9/3	Chapter 2: Your Psychological and Spiritual Well-Being Chapter 3: Caring for Your Mind	**Chapters 2 and 3**
Week 3	9/10	Chapter 4: Personal Stress Management Chapter 6: Personal Nutrition	**Chapters 4 and 6**

TOPIC				READINGS/ASSIGNMENT DUE
Week 4	9/17	Chapter 7: Managing Your Weight Chapter 8: The Joy of Fitness		**Chapters 7 and 8 Assignment # 1 due**
Week 5	9/24	Chapter 5: Your Social Health		**Chapter 5 Behavior Change Part # 1 due**
Week 6	10/1	Chapter 9: Personal Sexuality Chapter 10: Reproductive Choices		**Chapters 9 and 10**
Week 7	10/8	*Midterm Exam*		**Chapter 11 Exam via Blackboard**
Week 8	10/15	Chapter 11: Lowering Your Risk of Sexually Transmitted Infections		**Chapter 11**
Week 9	10/22	Chapter 12: Addictions		**Chapter 12 Behavior Change Part # 2 due**
Week 10	10/29	Chapter 13: Alcohol Chapter 14: Tobacco		**Chapters 13 and 14**
Week 11	11/5	Chapter 15: Major Diseases		**Chapter 15 Assignment # 2 due**
Week 12	11/12	Chapter 16: Infectious Illnesses		**Chapter 16**
Week 13	11/19	Chapter 17: Consumer Health Chapter 18: Personal Safety		**Chapters 17 and 18 Behavior Change Project # 3 Due**
Week 14	11/26	Chapter 19: A Healthier Environment Chapter 20: A Lifetime of Health Review Bonus Videos evaluations		**Chapters 19 and 20**
Week 15	12/3- 12/9	*Final Exam*		**Exam via Blackboard**

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/.

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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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 contact me. I check my email often and will respond within 24 hours.

Assessment Rubrics

Name	Short essay quiz
Description	Points can be deducted for composing less than five (5) complete sentences, making spelling/grammar errors, or writing in list/outline format.

Rubric Detail

	Levels of Achievement				
Criteria	**Unsatisfactory**	**Needs improvement**	**Competent**	**Highly competent**	**Excellent**
Answered question correctly and adequately (consistent with but NOT quoting the textbook)	0 Points	1 Points	2 Points	2.5 Points	3 Points

Name	Personal Health Plan Part 1 (10 points)
Description	Points are be deducted if you do not respond to guidelines 1-8 in 3-4 complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 1 along with your printed contract to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

	Levels of Achievement			
Criteria	**Unsatisfactory**	**Needs improvement**	**Competent**	**Highly competent**
1) Went to Leading Causes of Death website; examined, compared and contrasted three sets of data; recognized leading death causes; and reported findings	0 Points	0 Points	0.5 Points	1 Points
2) Selected disease, illness or injury; read related textbook chapter; and explained risky factors	0 Points	0 Points	0.5 Points	1 Points
3) Identified and examined healthy behavior and referred to relevant textbook reading	0 Points	0 Points	0.5 Points	1 Points
4) Described P-E-R factors' contribution to healthy behavior	0 Points	0 Points	0.5 Points	1 Points
5) Explained/stated current stage of change and appropriate change process(es)	0 Points	0 Points	0.5 Points	1 Points
6) Selected three strategies for change (2 from text)	0 Points	0 Points	0.5 Points	1 Points
7) Described resources to be used during plan	0 Points	0 Points	0.5 Points	1 Points
8) Described assessment data to be collected and placed in an Excel spreadsheet	0 Points	0 Points	0.5 Points	1 Points
Included the contract in PHP Part 1 report; presented report and printed contract in class	0.5 Points	1 Points	1.5 Points	2 Points

Name	Personal Health Plan Part 2 (5 points)
Description	Points are be deducted if you do not respond to each of guidelines in 1-3 in complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 2 along with your printed Excel chart/graph to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	Needs improvement	Competent	Highly competent
1) Restated selected wellness area and targeted health behavior	0 Points	0 Points	0.5 Points	1 Points
2) Reported/explained midpoint progress	0 Points	0 Points	0.5 Points	1 Points
3) Explained if necessary to modify strategies for change	0 Points	0 Points	0.5 Points	1 Points
Included an Excel chart/graph (not table) depicting results to date in PHP Part 2 report; presented report and printed chart/graph in class	0.5 Points	1 Points	1.5 Points	2 Points

Name	Personal Health Plan Part 3 (5 points)
Description	Points are be deducted if you do not respond to guidelines 1-3 in 3-4 complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 3 along with your printed Excel chart/graph to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	Needs improvement	Competent	Highly competent
1) Restated the selected health behavior to develop	0 Points	0.5 Points	0.5 Points	1 Points
2) Explained the effectiveness of change strategies	0 Points	0.5 Points	0.5 Points	1 Points
3) Provided advice to someone who wishes to undertake a similar health behavior development	1 Points	0.5 Points	0.5 Points	1 Points
Included an Excel chart/graph (not table) depicting results to date in PHP Part 3 report; presented report and printed chart/graph in class	0.5 Points	1 Points	1.5 Points	2 Points

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.

Rubric Detail

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