

George Mason University
College of Education and Human Development
HEAL

HEAL 110 – DL3 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

The focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

Course Delivery Method

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, September 27, 2018 at 8 a.m.

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 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: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous 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, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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

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.

Professional Standards

Not Applicable

Required Texts

Textbook-Hales, D. (2015). *An Invitation to Health* (17th edition). Belmont, CA: Wadsworth Cengage Learning.

Course Performance Evaluation

Students are expected to submit all assignments on time using Blackboard, assignments are not accepted through email. The course will be graded on a point system with a total of 360 points.

- Exams: 150 points
- Assignments: 45 points
- Health Change Plan: 55 points
- Discussion board posts: 110

- **Assignments and Examinations**
 - **Exams: 150 points**
 - Exam 1 – 50 points: Chapters 1-7
 - Exam 2 – 50 points: Chapters 8-14
 - Exam 3 – 50 points: Chapters 15-20
 - **Assignments** – There will be three assignments that will assist students to fully understand the concepts of the class. Each assignment will include a research and an application component. For each assignment, along with information from the text book students must research the topic (include valid resources) and provide an implementation plan.
 - Mental wellbeing – 15 points
 - Physical wellbeing – 15 points
 - Nutrition – 15 points
 - **Personal Change Plan** –
 - Students will complete a health assessment identifying areas for possible change (15 points)
 - Students will complete a progress report identifying areas of successes and/or challenges (15 points)
 - Final report to reflect on progress and how to keep those changes sustainable (25 points)
 - **Discussion Board Posts** – Over the semester, students will be responsible for responding to discussion questions on the discussion board and commenting on classmates’ responses. Each discussion board question will be relevant to the weekly reading. Each week, a discussion question will be posted. Students will be graded based on knowledge of topic. Students must post their comments AND comment on classmates’ responses. Total points: 110

- **Grading**

- Course evaluation by percentage**

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/policies-procedures/>

Class Schedule

Week	Topic	Reading/Assignment – Due date
Week of August 27	Introduction to Personal Health 110 Chapter 1 The Power of Now.	Chapter 1 Discussion board question due 9/2
Week of September 3	Chapter 2: Psychological and Spiritual Wellbeing	Chapter 2 Discussion board question due 9/2 Personal Change Plan – Health Assessment due 9/2
Week of September 10	Chapter 3: Caring for your Mind	Chapter 3 Discussion board question due 9/16
Week of September 17	Chapter 4: Stress Chapter 5: Social Health	Chapter 4 and 5 Discussion board question due 9/23
Week of September 24	Chapter 6: Personal Nutrition Chapter 7: Weight Management	Chapter 6 and 7 Discussion board question due 9/30 Exam 1 due 9/30
Week of October 1	Chapter 8: Joy of Fitness	Chapter 8 Discussion board question due 10/8
Week of October 9	Chapter 9: Personal Sexuality	Chapter 9 Discussion board question due 10/14
Week of October 15	Chapter 10 Reproductive Choices Chapter 11: Lowering Your Risk of Sexually Transmitted Infections	Chapter 10 and 11 Discussion board question due 10/21 Personal Change Plan – Progress report due 10/21
Week of October 22	Chapter 12 Avoiding Addictions	Chapter 12 Discussion board question due 10/28
Week of October 29	Chapter 13 Alcohol Chapter 14 Tobacco	Chapter 13 and 14 Discussion board question due 11/4 Exam 2 Due 11/4
Week of November 5	Chapter 15 Preventing Major Disease Chapter 16 Infectious Illness	Chapter 15 and 16 Discussion board question due 11/11
Week of November 12	Chapter 17 Consumer Health Chapter 18 Personal Safety	Chapter 17 and 18 Discussion Board question due 11/18 Personal Health Paper due 11/18
Week of November 19	No Assigned reading	
Week of November 26	Chapter 19 A Healthier Environment Chapter 20 A Lifetime of Health	Chapter 19 and 20 Discussion Board question due 12/2

Week of December 3	Review and reflection	Personal Change Plan – Final report due 12/7
	Exam 3 due 12/15	

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 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/>.