

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

HEAL 110 DL5, **CRN: 13130** – Personal Health  
3 Credits, Spring 2020,  
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 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. 20<sup>th</sup>, 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 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](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](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: <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/](http://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. **Late work is only accepted on an individual basis with professor approval.** All late work without prior notification and permission will be graded as zero.
- **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. (2017). *An invitation to health* (18th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-337-39289-1. 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.	<b>150 points</b>

<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.	<b>50 points</b>
<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.	<b>50 points</b>
<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.	<b>75 points</b>
<b>TOTAL 325 points</b>	

### Grading Scale

A (94 and above)	B (84-87)	C (74-77)	D (64-67)
A- (90-93)	B- (80-83)	C- (70-73)	F (63 and below)
B+ (88-89)	C+ (78-79)	D+ (68-69)	

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

### Class Schedule

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
1	Jan 21 – Jan 26	Mental well-being	Chapter 1 An Invitation to Health Start: Chapter 2 Psychological and Spiritual Well-Being
2	Jan 27 – Feb 2	Mental well-being	Finish: Chapter 2 Psychological and Spiritual Well-Being Chapter 3 Mental Health <i>Short essay quiz 1 covers ch 1</i> <i>Discussion forum 1</i>
3	Feb 3 - 9	Stress Reduction; Nutrition	Chapter 4 Stress Management Start: Chapter 5 Personal Nutrition <i>Short essay quiz 2 covers ch 4</i> <i>Discussion forum 2</i>
4	Feb 10 - 16	Nutrition/weight management	Finish: Chapter 5 Personal Nutrition Chapter 6 Weight Management <i>Short essay quiz 3 covers chs 5-6</i> <i>Discussion forum 3</i>

WEEK	HEALTH AREA	READINGS/ASSIGNMENT DUE
5 Feb 17 - 23	Fitness	Chapter 7 Physical Activity and Fitness <b>Test 1 covers chs 1-7</b> <b>Behavior Change Project – Part 1</b>
6 Feb 24 – Mar 1	Family/Social well-being; Sexual Health	Chapter 8 Social Health Start Chapter 9 Sexual Health <i>Short essay quiz 4</i> covers ch 8 <i>Discussion forum 4</i>
7 Mar 2 - 8	Finish: Sexual Health/ Reproductive Options	Finish Chapter 9 Sexual Health Chapter 10 Reproductive Options <i>Short essay quiz 5</i> covers ch 10 <i>Discussion forum 5</i>
8 Mar 9 - 15	SPRING BREAK	SPRING BREAK
9 Mar 16 - 22	STI's & Major Diseases	Chapter 11 Sexually Transmitted Infections Start Chapter 12 Major Diseases <i>Short essay quiz 6</i> covers ch 11 <i>Discussion forum 6</i>
10 Mar 23 - 29	Chronic & Infectious disease prevention and control; Health care consumerism	Finish Chapter 12 Major Diseases Chapter 13 & 14 Infectious Diseases, Consumer Health <b>Test 2 covers chs 8-14</b> <b>Behavior Change Project - Part 2</b>
11 Mar 30 – Apr 5	Addiction and Substance Abuse	Chapter 15 Addictive Behaviors and Drugs <i>Short essay quiz 7</i> covers ch 15 <i>Discussion forum 7</i>
12 Apr 6 - 12	Preventing Substance Abuse	Chapter 16 Alcohol Start Chapter 17 Tobacco <i>Short essay quiz 8</i> covers ch 16 <i>Discussion forum 8</i>

	WEEK	HEALTH AREA	READINGS/ASSIGNMENT DUE
13	Apr 13 - 19	Dangers of Tobacco; Safety practices	Finish Chapter 17 Tobacco Start : Chapter 18 Personal Safety <i>Short essay quiz 9</i> covers ch 17 <i>Discussion forum 9</i>
14	Apr 20 - 26	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 A Healthier Environment <i>Short Essay quiz 10</i> covers ch 18 & 19 <i>Discussion forum 10</i>
15	Apr 27 – May 3	Growth and development	Chapter 20 A Lifetime of Health <b>Test 3 covers chs 15-20</b> <b>Behavior Change Project – Part 3</b>

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

1. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

2. Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

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