

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

HEAL 331. DL3 – Introduction to Health Behavior  
3 Credits, Spring 2020  
Distance Learning, 7.5 Week Session II

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines socio-cultural influences on men's development and expression of health beliefs and practices. Explores health issues specific to men. Analyzes research literature on interventions to improve men's health. Offered by Recreation, Health & Tourism. Limited to three attempts.

**Course Overview**

Through a variety of learning activities, students will be expected to master content within the various dimensions of men's health. Students will study the body and the mind as it relates to the healthy male figure in modern society.

**Course Delivery Method**

This course will be delivered online using an 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 scheduled across 7.5 weeks. The course site will be available on March 16, 2020 at 9 AM. and will end on May 5, 2020.

**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: <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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, please note that our week will start on Monday and finish on the following week’s Tuesday. Deadlines for all assignments will be clearly indicated on the course Blackboard site.
- 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 3 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. Assignments will not be accepted after the posted deadline, unless otherwise indicated. Students who have an emergency during the course that impacts full participation in the course must contact the Instructor immediately.
- 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 (phone or video call) 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. Identify and explain key health issues for males from a domestic as well as an international perspective.
2. Clearly articulate the top causes of death for men across all races in the US.
3. Recognize physiological and psychological ramifications of communicable and chronic diseases that affect men, including sexually transmitted diseases, heart disease, diabetes, kidney disease, Alzheimer's disease and cancer.
4. Understand the physiological perspectives of the male body and the required maintenance for optimum health.
5. Identify resources and strategies that promote health in the male population.
6. Understand mental illness among men from a multi-cultural and multi-disciplinary perspective.
7. Synthesize the characteristics of a healthy and an unhealthy relationship.
8. Describe the unique substance abuse issues experienced by men including alcohol, drugs, smoking and performance enhancing drugs in sports and the social and physical consequence.
9. Clearly articulate the multitude of factors affecting eating and exercise habits in men, including body image, dieting practices and eating disorders.

### **Professional Standards**

N/A

### **Required Texts**

Required readings will be posted on Blackboard for each module.

### **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). Please note that all the evaluations during the course are performance based assessments and no fieldwork experience is required

- **Assignments and/or Examinations**

<b>Course Evaluation Criteria</b>	
<b>Requirement Details</b>	<b>Possible # of Points</b>
<b>Syllabus quiz</b> ( <i>1 survey total, up to 5 points</i> )	<b>5</b>
<b>Introduction post</b> ( <i>1 introduction post total, up to 5 points</i> )	<b>5</b>
<b>Anonymous surveys</b> ( <i>4 surveys total, up to 5 points each</i> )	<b>20</b>
<b>PSA Video</b> ( <i>1 video per student, up to 60 points</i> )	<b>60</b>
<b>Group Discussion Board</b> ( <i>2 discussions total, up to 20 points each</i> )	<b>40</b>
<b>Content questions</b> ( <i>25 questions in 6 modules, up to 50 points each</i> )	<b>300</b>
<b>Reflective Journal</b> ( <i>1 journal total, up to 20 points</i> )	<b>20</b>
<b>Final Exam</b> ( <i>50 multiple choice questions</i> )	<b>50</b>
<b>Total number of possible points</b>	<b>500</b>

**Syllabus Quiz:** In Module 1 there will be a syllabus quiz. This quiz will be a multiple-choice quiz with 10 questions based on the content of the syllabus. Students will have up to 2 attempts to complete the quiz. The highest grade will count towards the final grade in the course.

**Introduction post:** Since this is an online course and there are up to 25 students enrolled, it is important that each student introduce themselves. Each student will be asked to share a welcome post to the class during Module 1. Students are encouraged to use video or podcast tools to introduce themselves to the class and the instructor. Complete details for this assignment will be posted on Blackboard.

**Anonymous surveys:** These surveys will be anonymous and only the instructor will see the results. The results will not contain any identifying information. Blackboard will just indicate if the survey was completed. The instructor will then use the survey results in lectures throughout the course.

**PSA Video:** Each student will develop a 90 second video Public Service Announcement (also called a PSA) and share it directly with the Instructor. The PSA must describe a prominent men's health issue, share significant health statistics, and offer at least one resource that can offer support or education on the issue. Complete details for this assignment will be posted on Blackboard.

**Group discussion board:** There will be 2 discussion board activities during the course. The discussions will be prompted by brief videos that students will watch. Video lengths will vary from 15 minutes to about 60 minutes. Small groups of 4-5 students will be formed by the instructor on Blackboard. Within the small groups, students will be expected to respond to questions provided. Since this is a discussion board assignment, it is expected that group members communicate with each other about their comments and thoughts on the video. It is expected that posts on discussion boards are made **throughout the week**. Students who post initial posts within 48 hours of the deadline will not receive full points for their contributions. Complete details for this assignment will be posted on Blackboard.

**Content questions:** There will be a lot of material covered in the course. Material will be presented from a wide variety of sources including, but not limited to, the textbook, video clips, websites, magazines, newspaper and journals. For each module, there will be 25 questions in total that will be asked about the content. There will be short answer and multiple choice questions.

**Reflective journal:** The journal is an opportunity to reflect, ask questions and respond to the materials presented in class and readings. At least 2 questions (or prompts) will be provided for the journal entry. Journal entries should be 2-3 page (double spaced) responses. Complete details for this assignment will be posted on Blackboard.

**Final exam:** The final exam in the course will be an opportunity to demonstrate understanding of key concepts from the course. The exam will be delivered online through Blackboard. The exam will consist of 50 multiple choice questions. Each student is expected to complete the exam independently with access to the textbook, internet and resources from the class.

- **Other Requirements**

Active participation will help to make this class more valuable. Each student has an important contribution to make in the class, so please share information appropriately as it relates to the course material and professional development of fellow classmates.

All assignments must be submitted through Blackboard. It is also the responsibility of students to submit the work in a file that can be opened. Files that cannot be opened may be subject to a deduction in points until a file is received that can be opened.

Type, spell check and proofread all work submitted. A deduction in points will occur for work that contains grammatical and spelling errors.

- **Grading**

All work submitted in the class will be evaluated using the undergraduate grading scale for the KINE.

*Grading Scale:*

<b>A</b> 100-94%	<b>B+</b> 89-88%	<b>C+</b> 79-78%	<b>D</b> 69-60%
<b>A-</b> 93-90%	<b>B</b> 87-84%	<b>C</b> 77-74%	<b>F</b> 59-0
	<b>B-</b> 83-80%	<b>C-</b> 73-70%	

All grades and comments on work submitted will be posted on Blackboard. The final grade for the course will be determined based on the total number of points earned using the grading scale. The point scale breakdown for the final course grade will be as follows:

**Final Course Grade (*determined by points*):**

<b>A</b> 500 – 466 points	<b>B+</b> 445 - 436 points	<b>C+</b> 395 - 386 points	<b>D</b> 345 -296 points
<b>A-</b> 465 – 446 points	<b>B</b> 435 - 416 points	<b>C</b> 385 - 366 points	<b>F</b> 295 -0 points

	<b>B-</b> 415 -396 points	<b>C-</b> 365 - 346 points	
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### Professional Dispositions

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

### Class Schedule

<b>DATE</b>	<b>CLASS TOPIC(S)</b>	<b>READING &amp; ASSIGNMENTS</b>
<b>Week of 3/16/2020</b> (Module 1)	Introduction to Men's Health & Help -Seeking Behavior and Masculinity	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 3/24 1) <b>Syllabus Quiz</b> 2) <b>Introduction Post</b> 3) <b>Content Questions</b>
<b>Week of 3/23/2020</b> (Module 2)	Body Image & Male Anatomy	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 3/31 1) <b>Content Questions</b> 2) <b>Anonymous survey #1</b>
<b>Week of 3/30/2020</b> (Module 3)	Sexual Health & Sexual Orientation	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 4/7 1) <b>Content Questions</b> 2) <b>Group Discussion Board #1</b>
<b>Week of 4/6/2020</b> (Module 4)	Chronic Diseases & Mental Health	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 4/14 1) <b>Content Questions</b> 2) <b>Anonymous survey #2</b>
<b>Week of 4/13/2020</b> (Module 5)	Healthy Relationships & Fatherhood	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 4/21 1) <b>Content Questions</b> 2) <b>Anonymous survey #3</b>
<b>Week of 4/20/2020</b> (Module 6)	Violence & Drugs, Tobacco, and Alcohol	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 4/28 1) <b>Content Questions</b> 2) <b>Group Discussion Board #2</b> 3) <b>Anonymous survey #4</b>

<b>Week of 4/27/2020</b> (Module 7)	Nutrition & Physical Fitness/Activity	Read materials and watch videos posted on Blackboard  Assignments due 11:59 PM on 5/5 1) <b>PSA Video</b> 2) <b>Reflective Journal</b>
<b>Week of 5/4/2020</b>	Final Exam	<b>Final Exam</b> due 11:59 PM on 5/5

**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*

- 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/>.
- 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).

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

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