

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
HEAL 230 Introduction to Health Behavior
Spring 2012

DAY/TIME:	R 7:20p	LOCATION:	Lecture Hall 2
PROFESSOR:	Dr. Rich Miller	EMAIL ADDRESS:	emiller@gmu.edu
OFFICE LOCATION:	Occoquan 219A	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	8:30-10:30a M W	FAX NUMBER:	703-993-2025

PREREQUISITES (None)

COURSE DESCRIPTION

Introduces health behavior in context of health psychology. Explores various theoretical models to understand health, illness and sick-role behaviors. Studies health and disease from a biopsychosocial perspective. Examines means of preventing and treating health problems.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Identify biological, psychological, and sociological factors influencing health behavior as well as health problems, diseases and injuries;
2. Describe the components comprising health behavior;
3. Differentiate health promoting (well), protecting (ill, injured and sick), and preserving (impaired) behaviors;
4. Recognize various health behavior research designs;
5. Examine and discuss health behavior theories (e.g., reasoned action/planned behavior, behavior modification, self-efficacy, social cognitive learning and others) and models (e.g., health belief, precaution adoption, transtheoretical) and how they can be used to understand and predict health behavior as well as change unhealthy behavior;
6. Demonstrate an understanding of psychometric instruments used to measure health behaviors and conditions/diseases related to not practicing health behaviors;
7. Describe health outcomes in terms of risk, functionality and life satisfaction;
8. Explore and explain determinants of seeking and adhering to conventional and alternative health care;
9. Examine the relationship of stress, immune response and disease;
10. Describe pain experience, pain syndromes and pain management;
11. Explore and explain determinants of adjusting to and recovering from injuries, chronic unhealthy conditions and diseases (e.g., Alzheimer's disease, asthma, diabetes and HIV/AIDS);
12. Describe the theoretical aspects of selected health behaviors: managing stress, having a healthy heart, reducing cancer risk, not using tobacco, responsible drinking and drugging, healthy eating, and exercising; and
13. Demonstrate a basic understanding of health behavior change techniques such as motivational interviewing, behavioral modification, social inoculation, irrational belief dismissal, and others.

COURSE OVERVIEW

This course meets the social/behavioral science requirement, one of the *core requirements* of the University General Education program: to help ensure that students are introduced to the broad range of intellectual domains that contribute to a liberal education. By gaining exposure to the subject matter and ways of knowing in a variety of fields, students will be better able to synthesize new knowledge, respond to fresh challenges, and meet the demands of a complex world. The overall goal of this course is to provide students with an understanding of the social and behavioral sciences. Students will be engaged in reasoning using the scientific method, the use of quantitative and qualitative information, and the analysis of empirical observations in relation to theory, among other methods. The development of major ideas in social science is also addressed. For more information, please see the University Catalog, and the Provost's Office General Education website, <http://www.gmu.edu/departments/provost/gened/index.html>

NATURE OF COURSE DELIVERY

Face-to-face through lecture, small group discussion, return demonstrations, role plays and website exploration.

REQUIRED READINGS

Brannon, L., & Feist, J. (2010). *Health psychology: An introduction to behavior and health* (7th ed.). Belmont, CA: Wadsworth/Cengage Learning. 0-495-60132-2. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

EVALUATION

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

		Points	
Requirements			
<i>Test #1</i>		15	
<i>Test #2</i>		15	
<i>Test #3</i>		15	
<i>Health behavior paper</i>		30	
<i>Participation</i>		<u>25</u>	
TOTAL		100	
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	

Each Blackboard online test is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in classroom lecture. Each test will be graded 0-100 points and weighted .15 of overall course grade. Points are deducted for not starting the test by its deadline. To best prepare for the tests, students should use their lecture notes to focus on important content in the textbook. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.

The health behavior paper involves completing four Blackboard online assignments according to posted guidelines posted by their due dates. The assignments represent the introduction, review of the professional literature, theoretical aspects, and conclusion sections of the paper. Each assignment will be graded separately using scoring rubrics with the total possible score of 100 points being weighted .30 of overall course grade. These assignments will represent cognitive, affective and psychomotor learning experiences.

According to GMU academic policy, students are expected to attend class regularly and in-class participation is important not only to the individual student, but also to the class as a whole. Thus, participation credit in this course involves being in full attendance during each class day and actively involved in class activities. Absence [ABSE] results in no credit. Arriving late [LATE], taking an extended break [BRK] or leaving early [LEFT] from class results in partial credit. Student non-course computer use or cell use [NCCS] is not active involvement in class activities and, therefore, results in partial credit. Although medical excuses are not accepted, each student is entitled to one excused [EXCU] absence during the semester. The percent of attended days will be weighted .25 of overall course grade. Participation is based on cognitive, affective, and psychomotor learning experiences and they will reinforce the important subject material in the course.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
R	January	26	Introduction	Chapter 1 Introduction
R	February	2	Health Behavior Research	Chapter 2 Health Research
R	February	9	Health Promoting, Protecting and Preserving Behaviors	Chapter 3 Seeking Health Care
R	February	16	Health Promoting, Protecting and Preserving Behaviors	Chapter 4 Adhering to Medical Advice Health Behavior Paper: Introduction
R	February	23	Managing Stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress and Disease
			Test #1	Covers material from Ch 1 through Ch 6
R	March	1	Managing Pain	Chapter 7 Managing Pain; Ch 8 Considering Alternative Health Care
R	March	8	Promoting, Protecting and Preserving Heart Health	Chapter 9 Behavioral Factors of Cardiovascular Disease
R	March	22	Promoting, Protecting and Preserving Cancer Risk Reduction	Chapter 10 Behavioral Factors in Cancer Health Behavior Paper : Professional Literature

DATE			TOPIC	READINGS/ASSIGNMENT DUE
R	March	29	Promoting, Protecting and Preserving Chronic Disease Risk Reduction	Chapter 11 Living with Chronic Illness
			Test #2	Covers material from Ch 7 through Ch 11
R	April	5	Promoting, Protecting and Preserving Tobacco-Free Lifestyle	Chapter 12 Smoking tobacco
R	April	12	Promoting, Protecting and Preserving Behavioral Health	Chapter 13 Using Alcohol and Other Drugs
R	April	19	Managing Portions and Weight	Chapter 14 Eating and Managing Weight Health Behavior Paper : Theoretical Aspects
R	April	26	Promoting, Protecting and Preserving Physically Active Lifestyles	Chapter 15 Exercising
R	May	3	The Future	Chapter 16 Future Challenges Health Behavior Paper: Conclusion
			Test #3	Covers material from Ch 12 through Ch 16

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

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.

