

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110 – Personal Health (3)
SPRING 2012

DAY/TIME:	Distance Education	LOCATION:	Distance Education
INSTRUCTOR:	Luanne Norden, MA	EMAIL ADDRESS:	lnorden@gmu.edu
OFFICE LOCATION:	BRH-206	PHONE NUMBER:	703-993-2032
OFFICE HOURS:	MW 8:00-10:00 am	FAX NUMBER:	703-993-2025

PREREQUISITES

None

COURSE DESCRIPTION

Focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety and other topics.

COURSE 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.

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.

NATURE OF COURSE DELIVERY

This is an online, distance education course. Assignments and course announcements are posted through Blackboard. There are no class meetings.

DISTANCE EDUCATION EXPECTATIONS

Students are held to the standards of the George Mason University Honor Code. Distance education relies on mutual communication and trust. It is dependent on students doing their own work without inappropriate assistance. Students are expected to log into the course M-F to stay current on course announcements. Much of the communication between the instructor and students takes place via email. The instructor will reply to students' emails with 24 hours, M-F. Students are expected to reply to the instructor's email within 24 hours, M-F. Students are expected to participate in discussion boards and fulfill all assignments. Assignments must be submitted on the specified date due for full credit to be earned.

REQUIRED

- 1) Textbook-Hales, D. (2011). *An Invitation to Health (14th edition)*. Belmont, CA: Wadsworth Cengage Learning; (instructions will be sent to you by your instructor)
- 2) CengageNOW Instant Access Code on Blackboard (instructions will be sent to you by your instructor);
- 3) Access to Blackboard at <http://mymason.gmu.edu>

EVALUATION

Exam 1—50 points
Exam 2—50 points
Exam 3—50 points
Health Change Plan (HCP)—75 points
Assignments and Discussion Boards—125 points
TOTAL—350 points

Grading Scale

A = 329-350	B+ = 308-314	C+ = 273-279	D = 210-244
A- = 315-328	B = 294-307	C = 259-272	F = 243 and below
	B- = 280-293	C- = 245-258	

TENTATIVE COURSE SCHEDULE *Faculty reserves the right to alter the course schedule as necessary.*

WEEK	TOPIC	READINGS/ASSIGNMENT DUE
1 (1/23-27)	Your Invitation to Healthy Change	Survey/Discussion Board/Chapter 1/Post-test
2 (1/30-2/3)	Psychological and Spiritual Well-Being	Chapter 2/Post-test/HCP Contract
3 (2/6-10)	Personal Stress Management	Chapter 3/Post-test/Discussion Board
4 (2/13-17)	Taking Care of Your Mind	Chapter 4/Post-test
5 (2/20-24)	The Joy of Fitness	Chapter 5/Post-test/Discussion Board
6 (2/27-3/2)	Personal Nutrition	Chapter 6/Post-test
7 (3/5-9)	Managing Your Weight	Chapter 7/ Exam 1 / Midterm Course Evaluation
8 (3/19-23))	Communicating and Relating	Chapter 8/Post-test/Discussion Board
9 (3/26-30)	Personal Sexuality & Reproductive Choices	Chapters 9 & 10/Post-tests/HCP Midpoint Presentations
10 (4/2-6)	Avoiding Addictions & Alcohol Use, Misuse, and Abuse	Chapters 11 & 12/Post-tests
11 (4/9-13)	Tobacco Use, Misuse, and Abuse & Preventing Major Disease	Chapters 13 & 14/Post-tests/ Exam 2
12 (4/16-20)	Avoiding Infectious Diseases & Lowering Your Risk of Sexually Transmitted Infections	Chapters 15 & 16/Post-tests

WEEK	TOPIC	READINGS/ASSIGNMENT DUE
13 (4/23-27)	Getting Quality Traditional and Nontraditional Health Care & Protecting Yourself from Injury, Violence, Victimization	Chapters 17 & 18 /Post-tests/Discussion Board
14 (4/30-5/4)	Creating a Healthier Environment & A Lifetime of Health	Chapters 19 & 20/Post-tests/ HCP Presentations/Survey
15 (5/9-11)		Exam 3

Post-tests (5 points each—100 points total)

After reading the chapter and viewing the power point, complete the study plan at CengageNow. The study plan includes a diagnostic pre-test which generates your personalized study plan. This personalized study plan is comprised of learning activities, video clips and highlighted text to help you master the concepts. Then complete the post-test. You will have the opportunity to correct your answers and submit the post-test 2 more times to improve your score. Your last post-test score is automatically recorded in the grade book.

Discussion Boards (5 discussions—25 points total)

A topic/question will be posted by the instructor and you will post your response as well as comments and questions to your classmates' responses. The topics/questions will be relevant to the readings. The discussions will be graded based on your knowledge and understanding of the readings and your ability to relate the concepts to everyday experiences.

Health Change Plan (75 points total)

An assessment will be completed to determine areas where change is most needed. A Health Change Contract will be completed and submitted. Midpoint progress reports will be presented in small groups during the week of March 26. Final presentations of the Health Change Plan (HCP) will be presented in small groups during the week of April 30.

Exams (3 exams—150 points total)

Each exam will be 50 multiple choice questions.

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>].

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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.

