

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 110-Personal Health (3)  
Section 5P5

**DAY/TIME:** Tues./Thurs. 3:00-4:15  
**INSTRUCTOR:** Ms. Luanne Norden, M.A.  
**OFFICE LOCATION:** PW-- BRH 206  
**OFFICE HOURS:** MW 10:30am-12:00pm

**LOCATION:** FX – University Hall 1202  
**EMAIL ADDRESS:** [lnorden@gmu.edu](mailto:lnorden@gmu.edu)  
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**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
  - 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.

**REQUIRED READINGS:**

Hales, D. (2013). *An Invitation to Health* (15<sup>th</sup> edition). Belmont, CA: Wadsworth Publishing.

**EVALUATION/GRADING SCALE:**

Attendance (1 point)	25	A = 329-350
8 In-Class Activities (5 points)	40	A- = 315-328
8 Assignments/Quizzes (10 points/top 6)	60	B+ = 308-314
Health Change Plan (75 points)	75	B = 294-307
3 Exams (50 points)	150	B- = 280-293
TOTAL	350	C+ = 273-279
		C = 259-272
		C- = 245-258
		D = 210-244
		F = 209 and below

**ATTENDANCE:** Being prompt is expected to receive attendance points. You will receive a 5 minute grace period.

**IN-CLASS ACTIVITIES:** These are “active learning” activities that will be done during class time. You must be an active participant to earn points.

**ASSIGNMENTS/QUIZZES:** There will be 8 assignments or unannounced quizzes over the assigned chapters. The 6 highest grades will count. There are no make-ups for quizzes.

**HEALTH CHANGE PLAN:** You will select a health goal and submit a health change contract. A midpoint progress report and final presentation (5 minutes) are required.

**EXAMS:** There will be 3 exams during the semester. The exams will be multiple choice and worth 50 points.

### **MAKE UP WORK:**

Students who are absent will not be able to make-up the in-class activities, quizzes or exams without an official university or a medical excuse. Students who miss an exam or other class activity because of an excused absence must complete the assignment within a week of the excused absence. It is the student’s obligation to pursue any make-up work.

**LATE ASSIGNMENTS:** All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED.**

### **COURSE OUTLINE**

Week 1 8/28 – 8/30	Introduction/Chapter 1 Chapter 1 & Chapter 2
Week 2 9/4 – 9/6	Chapter 2 Health Change Plan Contract
Week 3 9/11 – 9/13	Chapter 3 & Chapter 4
Week 4 9/18 – 9/20	Chapter 5 & Chapter 6
Week 5 9/25 – 9/27	Chapter 7 & Review
Week 6 10/2 – 10/4	<b>EXAM 1</b> on Blackboard (Chapters 1-7) Class Project
Week 7 10/11	<b>No class 10/9</b> Chapter 8
Week 8 10/16 – 10/18	Chapter 9 & Chapter 10
Week 9 10/23 – 10/25	Chapter 11 & Chapter 12 Health Change Plan Midpoint Report
Week 10 10/30 – 11/1	Chapter 13 & Chapter 14
Week 11 11/6 – 11/8	<b>EXAM 2</b> on Blackboard (Chapters 8-14) Chapter 15

Week 12 11/13 – 11/15	Chapter 16 & Chapter 17
Week 13 11/20	Chapter 18 <b>No class 11/22</b>
Week 14 11/27 – 11/29	Chapter 19 & Chapter 20
Week 15 12/4 – 12/6	Health Change Plan Presentations Health Change Plan Presentations
Final Exam 12/13/12 Thursday	<b>EXAM 3</b> on Blackboard (Chapters 15-20)

There is no extra credit. This syllabus is subject to change.

*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.