

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110: Personal Health, Section 5P4 (3 credits)
Fall 2012

Day/Time: Monday 4:30-7:10 pm Location: Lecture Hall 3
Instructor: Mandi Gordon, MS Email Address: agordon8@gmu.edu
Office Hours: By appointment ONLY Cell Phone: 646-326-9863 (call or text)

COURSE DESCRIPTION:

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

COURSE PREREQUISITE(S):

None

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.

NATURE OF COURSE DELIVERY

Face to face

REQUIRED TEXT(S):

Hales, D. (2011). *An invitation to health: Choosing to change* (14th ed.). Belmont, CA: Wadsworth Cengage Learning.

EVALUATION:

This course will be graded on a point system, with a total of 380 possible points.

Requirements	Point Value
Attendance (1 point per class session present; doesn't include Labor Day)	15 pts.
Mini-Exam #1	30 pts.
Mini-Exam #2	30 pts.

Mini-Exam #3	30 pts.
Mini-Exam #4	30 pts.
Current Event Reaction Paper	80 pts.
Group Project: PSA	40 pts.
Health Behavior Change Project	100 pts.
Health Behavior Change Presentation	25 pts.
TOTAL:	380 pts.

Grading Scale

357 pts. or above	A (94 and above)
342 – 356 pts.	A- (90-93)
334 – 341 pts.	B+ (88-89)
319 – 333 pts.	B (84-87)
304 – 318 pts.	B- (80-83)
296 – 303 pts.	C+ (78-79)
281 – 295 pts.	C (74-77)
266 – 280 pts.	C- (70-73)
258 – 265 pts.	D+ (68-69)
243 – 257 pts.	D (64-67)
242 pts. and below	F (63 and below)

COURSE OVERVIEW:

Attendance (15 points):

Students are expected to be on time, attend all class meetings, do the readings, and be prepared to participate in class discussions. **You will earn one point for each class that you attend**, or when you have an excused absence. Excused absences include the following:

- An anticipated absence that you notify me of in writing *at least* 1 week ahead of time that I deem as excusable.
- An absence due to a religious holiday that you have notified me of in writing during the **first two weeks** of class.
- An absence due to illness if you notify me via email prior to the missed class AND you bring a doctor's note the following class.

All other absences will be unexcused. You will not earn an attendance point when you have an unexcused absence. Situations may come up which prevent you from making it to class and therefore, you may decide what merits missing class and will earn/lose points accordingly.

If you need to come in late for any reason, please do so quietly so as not to disturb your classmates. If you need to leave early, please let me know before the beginning of class.

Mini-Examinations (4 @ 30 points each):

Each non-cumulative exam will consist of 30 questions combining multiple choice, true/false, short answer, and fill in the blank taken from the text, readings, and materials discussed during lectures.

Current Event Reaction Paper (80 points):

Students will have an opportunity during the first day of class to sign up for a class session/topic on which they would like to find a “current event” and write a 2-3 page reaction paper. For this assignment,

students must find a recent newspaper article (within the last 6 months) related to the topic they have signed up for. Students will give a short presentation in class on the day we are discussing their chosen topic, summarizing the article's main points and their reflections on the article itself. These presentations should be no more than 5 minutes in length. Students should post the article of their choosing as well as their reaction paper on Blackboard on or before the day they present.

Group Project: PSA (40 pts):

You should write a public service announcement (PSA) that is no more than 2 minutes in length. You will be assigned a health topic, and you are free to design the PSA any way you like, so long as it includes the material we will be covering that day in class. You **MUST** use your textbook as a source. You can either make a video, or you may also choose to perform the commercial in front of the class. You should use props, costumes, etc. to make your PSA as interesting as possible. The PSA must include:

- A well-written message
- Two sources (one being your textbook) with 10 facts

**Extra points will be given for creativity and props.

Group members may decide how to split up the roles within each group. All group members will receive the same group grade for your commercial unless there are unique extenuating circumstances. Should this be the case, I will have the final say in grades for the PSAs. Each group will present in class on the day their topic is to be discussed.

Health Behavior Change Project (100 points):

Using the subject material covered in this course, students must select some aspect of their health behavior which they wish to improve, and then design a self-change project that they will implement throughout the semester. You are free to use charts, lists and diagrams. Be creative and thoughtful! The written reports are being graded, not whether or not the program worked for the participant.

You should include the following elements in your report (6-8 Pages):

- A description of the target behavior and why you want to change it
- Define your behavior (describe your history with the target behavior, how it developed, how you have tried to change it, and what factors are controlling it that you will change with your program)
- Methods of measuring your behavior (e.g., counting or timing, keeping a diary, graph)
- Methods of intervention (make sure you conduct baseline self-monitoring)
- Describe your findings
- Cite at least 3 sources, 1 must be from our text (please appropriately cite and reference all sources using APA style)

Written report is due in class on December 17. Please also post a copy on Blackboard.

Health Behavior Change Presentation (25 points):

Students will be expected to give a short presentation to the class discussing their health change plans. Students are encouraged to be creative: use PowerPoint, posters, or other visual aids that can help the class learn about your health change plan in an interesting way. Presentations should be no longer than 5-7 minutes.

Make Up Exams:

Make-up exams will only be given in the case of extreme circumstances. These circumstances must be documented in detail. If a student misses an exam due to a circumstance that is not extreme (e.g., it is a beautiful day out and you can't bear the thought of coming to class), then it is at the instructor's discretion whether or not the exam will be given and what automatic point deduction will occur for missing the original exam date.

Late Assignments:

All work is due and to be posted on Blackboard before the beginning of class time on the indicated day. **Late work will NOT be accepted.** Extenuating circumstances will be determined by instructor.

Please note: All written work should be typed, spell-checked, and proofread. All papers must use Times New Roman, 12-point font size, with 1-inch margins on all sides. All papers must be double-spaced. Papers that do not meet these requirements will result in a deduction in points. The References page(s) does not count toward the maximum number of pages.

All assignments that include sources should have in-text citations and a References list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (books, articles, websites) is unacceptable and will result in a zero. All sources cited must be **reputable sources of information**. These include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies. Wikipedia will not count as a source. If you have questions about what is considered a reputable source, please come and talk to me.

Grading rubrics will be posted on Blackboard for all assignments.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Aug	27	Introductions, Review of the Syllabus Chapter 1: Your Invitation to Healthy Change	Chapter 1
M	Sept	3	Labor Day: No Class	----
M		10	Chapter 2: Psychological and Spiritual Well-Being Chapter 3: Personal Stress Management	Chapters 2 and 3
M		17	Chapter 4: Taking Care of Your Mind	Chapter 4
M		24	Chapter 5: The Joy of Fitness	Chapter 5
M	Oct	1	Exam #1 (Chapters 1-5) Chapter 6: Personal Nutrition	Chapter 6
M		8	Columbus Day: No Class, Class Meets Tuesday	----
T		9	Chapter 7: Manage Your Weight Chapter 8: Communicating and Relating	Chapters 7 and 8
M		15	Guest Speaker: TBA	----

DATE		TOPIC	READINGS/ASSIGNMENT DUE
M		22 Chapter 9: Personal Sexuality Chapter 10: Reproductive Choices	Chapters 9 and 10
M		29 Exam #2 (Chapters 6-10) Chapter 11: Avoiding Addictions	Chapter 11
M	Nov	5 Chapter 12: Alcohol Use Chapter 13: Tobacco Use, Misuse and Abuse	Chapters 12 and 13
M		12 Chapter 14: Preventing Major Diseases Chapter 15: Avoiding Infectious Diseases	Chapters 14 and 15
M		19 Exam #3 (Chapters 11-15) Chapter 16: Lowering Your Risk for STI	Chapter 16
M		26 Chapter 17: Getting Quality Traditional and Nontraditional Health Care Chapter 18: Protecting Yourself from Injury, Violence, and Victimization	Chapters 17 and 18
M	Dec	3 Chapter 19: Creating a Healthier Environment Chapter 20: A Lifetime of Health Course evaluations	Chapters 19 and 20
M		10 Exam #4 (Chapters 16-20) Health Behavior Change Presentations	Health Behavior Change Project Due

Note: Faculty reserves the right to alter the schedule or syllabus as necessary. Changes will be announced in class. The instructor is not obligated to modify changes to syllabus posted on Blackboard or email students the revised syllabus. It is the responsibility of the students to attend class on a regular basis in order to stay up-to-date on assignments, due dates, and changes.

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.

