

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110 5P4– Personal Health (3)
Fall 2013

DAY/TIME:	M 4:30pm-7:10pm	LOCATION:	Lecture Hall 2
PROFESSOR:	Sally Sagen Lorentson, Ed.D.	EMAIL ADDRESS:	slorents@gmu.edu
OFFICE LOCATION:	The Hub, Suite 2500	PHONE NUMBER:	703-993-3961
OFFICE HOURS:	By appointment.	FAX NUMBER:	703-993-3966
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 breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and large group interaction. The assignments include a range of approaches, including reading current resources, attending group meetings, and preparing critical thinking and reflection papers. Examinations address reading assignments and class content. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

REQUIRED READINGS:

Textbook: Hales, D. (2013). *An Invitation to Health: Choosing to Change*. (15th edition). Belmont, CA: Wadsworth, Cengage Learning

NATURE OF COURSE DELIVERY: Face to face

EVALUATION AND GRADING SCALE: Students will be graded on a point system, achieving points for each assignment as articulated in the table earlier in this syllabus. A total of 100 points are possible in this course.

Points will **NOT** be rounded-up to the next highest grade level. This course is graded on a point system, with a total of 100 possible points.

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	

REQUIREMENTS:

Workout Presentation	10 points
Food Diary and Summary	10 points
STI Presentation and Resource	10 points
Class Participation and Class Activities	10 points
Online Journal	10 points
Mid-Term Exam	20 points
Final Exam	30 points

ASSIGNMENTS: *All written assignments to be submitted electronically using the course Blackboard site as Microsoft Word documents. Assignments due by 11:59pm on date indicated.***** Note: Papers are due on the scheduled date; those received late are subject to score reduction. Grading rubrics will be provided on Blackboard for assignments.

Participation and Attendance:

Attendance at class sessions is critical for a thorough understanding of course material. Class participation is based on engagement in class discussions, preparation with readings and assignments, and questions. Exams encompass readings, assignments, and discussions.

Workout Presentation: (3 papers)

Students will design a personal workout program to include cardiovascular/aerobic training program. The write up for the program will be 2 pages and include the following: Method (determine what type of aerobic activity you will engage in, determine the frequency and duration of your activity, list any special equipment needed for this activity, and be sure to include warm-up and stretching activities) and Discussion (discuss reasonable fitness goals and how to properly achieve those goals and discuss strategies for dealing with issues that may conflict with your exercise plan). Students will present the workout plan in class.

Food Diary and Summary:

For this assignment, you will need to track everything you consume for 2 normal weekdays and 1 weekend (Saturday and Sunday). Students will keep a log of EVERYTHING they eat. You may choose any of the following programs: www.fitday.com, www.supertracker.usda.gov or www.myplate.gov. The software programs will have you enter the items one at a time. When you have finished entering the data, a variety of reports are available for you to review. Your assignment is to write a 1-2 page personal analysis of your own health behaviors/habits as compares to guidelines/recommendations reviewed in lectures and should include a summary of your eating habits. Your summary should include the following: an overall review of your strengths and deficiencies, a plan for improvement (a health behavior change will be selected by the student and the process in making that change will be analyzed in the paper), and a consideration of how your current diet is impacting your health, wellness and performance. This should be related to the information in the text regarding diet and health. You may also include a copy of the reports from the program you choose. Papers will be in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

STI Presentation and Resource:

Groups will select one STI and utilize the STI Fact Sheet to devise an informational poster. Students will work with groups to fill in the chart, using their textbook and the internet. Groups will present the poster in class.

Online Journal (5 Entries):

On the Blog section of Blackboard, write a reflection on assigned topic. Blog entries should be 250-500 words in length and respond to the questions posed in the prompt, to be provided by the instructor.

Midterm and Final Exams:

Each exam will be questions of multiple choice questions and one essay taken from both the text and materials discussed in lectures. Review points will be outlined at the end of the chapters to assist in preparation for examinations. The questions

will measure ability to identify, recall, differentiate, apply and analyze the subject matter. Exams will be administered online using Blackboard.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
August 26	Introduction and Overview Your Invitation to Healthy Change	Chapter 1	
September 2	No Class: Labor Day Holiday		<i>Journal 1 Question Posted</i>
September 9	Psychological and Spiritual Well Being	Chapters 2, 3, 4	Journal 1 Due
September 16	Personal Nutrition and Weight Management	Chapters 6, 7	<i>Begin Food Diary</i>
September 23	The Joy of Fitness (Guest Presenter & On-Campus Field Trip)	Chapter 8	Food Diary Due
September 30	Workout Presentations		Workout Presentations
October 7	Personal Sexuality and Reproductive Choices (Guest Presenter)	Chapters 9, 10, 11	<i>Journal 2 Question Posted</i>
October 14	Group Project Work Day (No In-Class Meeting)		Journal 2 Due
October 21	Communicating and Relating Midterm Review	Chapter 5	
October 28	MIDTERM EXAM (ONLINE)		Chapters 1-11 <i>Journal 3 Question Posted</i>
November 4	Addiction, Alcohol, Drugs and Tobacco	Chapters 12, 13, 14	Journal 3 Due
November 11	Major and Infectious Diseases	Chapters 15, 16	<i>Journal 4 Question Posted</i>
November 18	Group Project Work Day (No In-Class Meeting)		Journal 4 Due
November 25	Healthcare Protecting Yourself	Chapters 17, 18	
December 2	STI Group Presentations		STI Presentation and Resources <i>Journal 5 Question Posted</i>
December 9	Creating a Healthier Environment Lifetime Health Final Review	Chapters 19, 20	Journal 5 Due
December 16	FINAL EXAM (ONLINE)		Chapters 12-20

STUDENT EXPECTATIONS

1. **Engagement.** A large part of learning about and understanding the issues involved through readings from a variety of authors, disciplines, and fields of study. Engagement with the materials is necessary for the success of the course. Therefore, students need to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. Students should prioritize and schedule time during their week to read both the required readings in preparation for each class session, as well as explore literature in their specific field of interest as it relates to the course objectives.
2. **Communication Skills.** Writing and communication skills are critical. Students should integrate standards of professional and scholarly communications in all of their work—from papers, to

presentations, to conversations. Reading and writing groups among students are strongly encouraged—sharing your written work with others for critique and discussion is a primary means of strengthening our critical thinking and writing skills, as well as improving the quality of our work. Use *Publication Manual of the American Psychological Association, 6th Edition* for papers when appropriate.

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

