

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
HEAL 230 Introduction to Health Behavior C01
Summer, July 1- August 3, 2013

DAY/TIME: M-T-W-R, 930-1145 LOCATION: Planetary Hall, 122

PROFESSOR: Dr. Jacqueline Johnson EMAIL: jjohns62@gmu.edu

OFFICE LOCATION: PHONE NUMBER:

OFFICE HOURS: By appointment FAX: (703) 934-2195

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, 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, asthmas, 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, health 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.

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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 discussions in class and via Blackboard Discussions, role-plays, and website explorations.

REQUIRED READINGS

Brannon, L., & Feist, J. (2013). Health psychology: An introduction to behavior and health (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. 0-495-60132=2. ISBN: 9781133593072. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

EVALUATION

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

Requirements	Points
<i>Mid-term Exam</i>	25
<i>Final Exam</i>	25
<i>Health Behavior Project/Paper</i>	30
<i>Participation</i>	20
<i>Quizzes (5 for 2 pts each)</i>	10
<i>Discussions (Blackboard & In Class)</i>	10
TOTAL	100

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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	

ACADEMIC POLICY

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. Participation credit in this course involves being in full attendance during each class day, actively participating in class activities and Blackboard discussions. Absence (ABSE) results in no credit; Arriving late (LATE), taking an extending break (BRK) or leaving early (LEFT) from class results in partial credit. Student non-course computer use or cell-phone use (NCCS) is not active involvement in class activities and, will result in partial credit. Each student is entitled one excused (EXCU) absence during the semester. Participation is based on cognitive, affective, and psychomotor learning experiences with each meant to reinforce the learning of the subject material in the course.

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Health Behavior Change Project/ Paper

The health behavior change project and paper involves each student selecting one health behavior to focus on changing/ adopting. (Keep the behavior simple.) Students are not evaluated on succeeding/failing in changing/adopting a behavior. Students are evaluated on understanding and applying the concepts of health psychology, the theories of health behavior, the risks associated with unhealthy behaviors, and the benefits of adopting and maintaining healthy behaviors. This assignment will evaluate how well students understand the various health behavior theories presented in the course, and understand the application of each in real life behavior change attempts. Students should also consider the broader spectrum of behavior change with a target population.

Students will be prompted (cued) through the course of the semester to complete specific behavior change assignments that will culminate into the complete final project paper due at the end of the semester. The assignments will be posted in Blackboard as online writing assignments, with guidelines and their due dates. The assignments represent the introduction (the behavior, risks/benefits, etc.); a review of the professional literature, theories, etc.; a discussion of your behavior change, including strategies employed, a reflection of your behavior before changing it, an assessment of your adherence, willingness, etc.; and the summary/ conclusion of your paper. Each of these four assignments will be graded separately using scoring rubrics. Students will have one opportunity to improve the final paper, integrating all of these four assignments, for their final project/paper grade. This behavior change project and paper represents cognitive, affective, and psychomotor learning experiences.

A guide, grading rubric, and sample project paper will be provided to students for this project and paper.

CLASS STRUCTURE:

I. Each class will begin with What's in the News? A discussion of health topics currently in the news and how health psychology has been/ can be considered and applied in each case. Students are encouraged to bring news articles (print, TV, on-line) for class discussion. Research articles will be posted in Blackboard for specific class sessions, to be discussed in class and in the Blackboard discussions.

II. Lecture of the specific day's topics.

III. Discussion, small group and large group, of the day's topics, based on textbook readings, research articles, and additional comments posted in the Discussion area of Blackboard.

Each Thursday will be a quiz of the preceding lecture topics.

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TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READINGS/ASSIGNMENTS
Monday, July 1, 2013 930-1030 1045-1145	Introduction What is Health Psychology? What is Health? Review Syllabus/ and assignments	Read Chapter 1 for Tuesday, July 2, 2013 Read Chapter 2 for Tuesday, July 2, 2013
Tuesday, July 2, 2013 945-1030 1045-1145	What's in the News? Conducting Health Research Behavior Change Project	Read Chapter 3 for Wednesday, July 3, 2013
Wednesday, July 3 2013 945-1030 1045-1130 1130-1145	What's in the News? Health Care Discussion/ small groups Quiz #1	Read Chapter 4 for Monday, July 8, 2013 Choose Health Behavior Written assignment #1 due (BB)
Monday, July 8, 2013 945-1030 1045-1145	What's in the News? Healthy Behavior Critical review of research	Read Chapter 5 for Tuesday, July 9, 2013 Research your health behavior
Tuesday, July 9, 2013 945-1030 1045-1145	What's in the News? Stress Behavior Change Project	Read Chapter 6 for Wednesday, July 10, 2013 Begin journaling behavior
Wednesday, July 10, 2013 945-1030 1045-1145	What's in the News? Stress, Immunity and Disease Discussion/ small groups	Read Chapter 7 for Thursday, July 11, 2013 Journal behavior Strategies for changing behavior
Thursday, July 11, 2013 945-1030 1045-1130 1130-1145	What's in the News? Pain, and pain management Behavior Change Project Quiz#2	Read Chapter 8 for Monday, July 15, 2013 Develop plan to change behavior Written assignment #2 Due (BB)
Monday, July 15, 2013 945-1030 1045-1145	What's in the News? Alternative Medicine and Therapy Yoga and Meditation	Read Chapter 9 for Tuesday, July 16, 2013 Put behavior change plan into action; journal the change
Tuesday, July 16, 2013 945-1015 1030-1145	What's in the News? CVD Mid-term (Chapters 1-8)	Read Chapter 10 for Wednesday July 17, 2013 Continue behavior change
Wednesday, July 17, 2013 945-1030 1045-1145	What's in the News? Cancer Discussion	Read Chapter 11, for Thursday, July 18, 2013 Continue behavior change
Thursday, July 18, 2013 945-1130 1130-1145	What's in the News? Chronic Illness Quiz #3	Read Chapter 12, for Monday, July 22, 2013 Continue behavior change

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Monday, July 22, 2013 945-1030 1045-1130 1130-1145	What's in the News? Smoking Tobacco Discussion Review Mid-term	Read Chapter 13, 2013 for Tuesday July 23, 2013 Continue behavior change Written assignment #4 Due (BB)
Tuesday, July 23, 2013 945-1100 1115-1145	What's in the News? Alcohol and Drugs Literature Review	Read Chapter 14 for Wednesday, July 24, 2013 Continue behavior change
Wednesday, July 24, 2013 945-1100 1115-1145	What's in the News? Eating Weight	Read Chapter 15 for Thursday, July 25, 2013 Continue behavior change
Thursday, July 25, 2013 945-1130 1130-1145	What's in the News? Exercise and Physical Activity Quiz #4	Read the Reading posted in Blackboard Behavior Change Project
Monday, July 29, 2013 945-1030 1045-1145	What's in the News? Body Image and Eating Disorders College and Weight	Read Chapter 16 for Tuesday, July 30.. 2013 Finish Behavior Change Project
Tuesday, July 30, 2013 945-1030 1045-1145	What's in the News? The Future Discussion	Finish Behavior Change Project paper
Wednesday, July 31, 2013 945-1000 1015-1145	What's in the News? Quiz #5 Discussion Behavior Change Project Paper DUE	Study for Final
Thursday, August 1, 2013	What's in the News? Final	

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Student Expectations

- 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/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.

