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

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.
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


EVALUATION

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td>Health Behavior Project/Paper</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes (5 for 2 pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Discussions (Blackboard &amp; In Class)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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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.
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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Monday, July 1, 2013 930-1030 | 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 |
| 1045-1145          | What’s in the News?  
Conducting Health Research  
Behavior Change Project |                                           |
| Tuesday, July 2, 2013 945-1030 | What’s in the News?  
Health Care  
Discussion/ small groups | Read Chapter 3 for Wednesday, July 3, 2013 |
| 1045-1145          | What’s in the News?  
Healthy Behavior  
Critical review of research |                                           |
| Wednesday, July 3 2013 945-1030 | 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) |
| 1045-1145          | What’s in the News?  
Stress  
Behavior Change Project | Read Chapter 5 for Tuesday, July 9, 2013  
Research your health behavior |
| Monday, July 8, 2013 945-1030 | What’s in the News?  
Healthy Behavior  
Critical review of research |                                           |
| 1045-1145          | What’s in the News?  
Stress, Immunity and Disease  
Discussion/ small groups | Read Chapter 6 for Wednesday, July 10, 2013  
Begin journaling behavior |
| Tuesday, July 9, 2013 945-1030 | What’s in the News?  
Stress, Immunity and Disease  
Discussion/ small groups  
**Quiz #2** | Read Chapter 7 for Thursday, July 11, 2013  
Journal behavior  
Strategies for changing behavior |
| Wednesday, July 10, 2013 945-1030 | What’s in the News?  
Pain, and pain management  
Behavior Change Project | Read Chapter 8 for Monday, July 15, 2013  
Develop plan to change behavior  
Written assignment #2 Due (BB) |
| 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 |
| Thursday, July 11, 2013 945-1030 | What’s in the News?  
CVD  
**Mid-term (Chapters 1-8)** | Read Chapter 10 for Wednesday July 17, 2013  
Continue behavior change |
| 1045-1145          | What’s in the News?  
Cancer  
Discussion |                                           |
| Tuesday, July 16, 2013 945-1015 | What’s in the News?  
CVD  | Read Chapter 11, for Thursday, July 18, 2013  
Continue behavior change |
| 1030-1145          | What’s in the News?  
Cancer  
Discussion |                                           |
| Wednesday, July 17, 2013 945-1030 | What’s in the News?  
Chronic Illness  
**Quiz #3** | Read Chapter 12, for Monday, July 22, 2013  
Continue behavior change |
| 1045-1145          | What’s in the News?  
Chronic Illness  
**Quiz #3** | Read Chapter 12, for Monday, July 22, 2013  
Continue behavior change |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:45-11:30</td>
<td>Smoking Tobacco</td>
<td>Continue behavior change</td>
</tr>
<tr>
<td></td>
<td>11:30-11:45</td>
<td>Discussion</td>
<td>Written assignment #4 Due (BB)</td>
</tr>
<tr>
<td>Tuesday, July 23, 2013</td>
<td>9:45-11:00</td>
<td>What’s in the News?</td>
<td>Read Chapter 14 for Wednesday, July 24, 2013</td>
</tr>
<tr>
<td></td>
<td>11:15-11:45</td>
<td>Tobacco</td>
<td>Continue behavior change</td>
</tr>
<tr>
<td>Wednesday, July 24, 2013</td>
<td>9:45-11:00</td>
<td>What’s in the News?</td>
<td>Read Chapter 15 for Thursday, July 25, 2013</td>
</tr>
<tr>
<td></td>
<td>11:15-11:45</td>
<td>Literature Review</td>
<td>Continue behavior change</td>
</tr>
<tr>
<td>Thursday, July 25, 2013</td>
<td>9:45-11:30</td>
<td>What’s in the News?</td>
<td>Read the Reading posted in Blackboard</td>
</tr>
<tr>
<td></td>
<td>11:30-11:45</td>
<td>Exercise and Physical Activity</td>
<td>Behavior Change Project</td>
</tr>
<tr>
<td>Monday, July 29, 2013</td>
<td>9:45-10:30</td>
<td>What’s in the News?</td>
<td>Read Chapter 16 for Tuesday, July 30, 2013</td>
</tr>
<tr>
<td></td>
<td>10:45-11:45</td>
<td>Body Image and Eating Disorders</td>
<td>Finish Behavior Change Project</td>
</tr>
<tr>
<td>Tuesday, July 30, 2013</td>
<td>9:45-10:30</td>
<td>What’s in the News?</td>
<td>Finish Behavior Change Project paper</td>
</tr>
<tr>
<td></td>
<td>10:45-11:45</td>
<td>The Future</td>
<td></td>
</tr>
<tr>
<td>Wednesday, July 31, 2013</td>
<td>9:45-10:00</td>
<td>What’s in the News?</td>
<td>Study for Final</td>
</tr>
<tr>
<td></td>
<td>10:15-11:45</td>
<td>Quiz #5</td>
<td></td>
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<td>Thursday, August 1, 2013</td>
<td></td>
<td>What’s in the News?</td>
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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.htm].
- 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.