

GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

HEAL-110-5P3-Personal Health (3)

Fall Semester 2013

DAY/TIME: M/W, 1030-1145

LOCATION: PW: Bull Run Hall 249

PROFESSOR: Jacqueline Johnson, MPH, EdD

EMAIL: jjohns62@gmu.edu

OFFICE LOCATION: N/A

PHONE: N/A

OFFICE HOURS: Before/after class

FAX: N/A

COURSE DESCRIPTION:

Introduces various health topics that focus on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug and alcohol abuse prevention, 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:

In this course you will not only learn the above objectives but will be applying this knowledge in analysis of your own life and health behaviors.

NATURE OF COURSE DELIVERY:

Face-to-face in class lectures

Discussions, small and large group

Blackboard Discussions

REQUIRED READINGS:

Hales, D. (2011). *An Invitation to Health: Choosing to Change*. (15th edition). Belmont,CA: Wadsworth, Cengage Learning

EVALUATION:

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

Requirements	Points
#1 Midterm Exam	30
#2 Final Exam	30
Behavior Change	15
Small group presentation	15
Group project	10
TOTAL	100

Grading Scale:

A = 94-100	B+ = 88-99	C+= 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

Tentative Course Outline

Class #/Date	Topic	Readings
#1/ August 26	Review Syllabus	Read Chapter 1 for next class
#2/ August 28	Review Assignments Course Outline Your Invitation to Health	Read Chapter 2 for next class
#3/ September 2	Your Well-Being Psychology/Spiritual	Read Chapter 3 for next class
#4/ September 4	Caring for your Mind Relaxation practice	Read Chapter 4 for next class
#5/ September 9	Stress Management	
#6/ September 11	Stress management in your life	Read Chapter 5 for next class
#7/ September 16	Social Health Who are you? Who am I?	Read Chapter 6 for next class
#8/ September 18	Personal Nutrition	
#9/ September 23	Understanding food today What is healthy food?	Read Chapter 7 for next class
#10/ September 25	Weight Management	
#11/ September 30	Weight Management: the truth Understanding eating disorders, body image	Read Chapter 8
#12/ October 2	Fitness can be fun	Readings on Blackboard
#13/ October 7	Putting nutrition and fitness into perspective	Study for mid-term
#14/ October 9	Mid-term	On-line Read Chapter 9 for next class
#15/ October 14	Personal Sexuality Trust and Companionship	Read Chapter 10 for next class
#16/ October 16	Reproductive Choices	Read Chapter 11 for next class
#17/ October 21	Lowering risk for STIs Small group presentations	Read Chapter 12 for next class
#18/ October 23	Addictions Small group presentations	Read Chapter 13 for next class
#19/ October 28	Alcohol Small group presentations	Read Chapter 14 for next class
#20/ October 30	Tobacco Small group presentations	Read Chapter 15 for next class
#21/ November 4	Preventing Major Disease Small group presentations	

#22/ November 6	Public health and disease prevention Small group presentations	Read Chapter 16 for next class
#23/ November 11	Infectious Disease Small group presentations	Read Chapter 17 for next class
#24/ November 13	Traditional and nontraditional health care Small group presentations	
#25/ November 18	Alternative therapies Small group presentations	Read Chapter 18 for next class
#26/ November 20	Personal Safety Large group discussions	Read Chapter 19 for next class
#27/ November 25	Healthy environments Large group discussions	
#28/ November 27	Developing healthy Environments Large group discussions	Read Chapter 20 for next class Happy Thanksgiving!
#29/ December 2	A lifetime of Health Large group discussions	
#30/ December 4	Maintaining health, aging well Large group discussions	Study for final

Note: Faculty reserves the right to alter the schedule as necessary.

ASSIGNMENTS

BEHAVIOR CHANGES PROJECT:

Each student will be responsible for attempting to adopt/modify/ change several health behaviors over the course of the semester with the objective of improving overall health. This is a semester long project with specific components due (post into Blackboard for grading) at stated times. Each behavior change will involve two weeks of first – becoming aware of habits/ beliefs about the behavior, then identifying strategies for changing the behavior, and last an attempt to change the behavior. The final paper will include summaries, learning points, strategies employed, for each of the behaviors.

The behaviors include:

Stress Management: September 1-13

Nutrition/Eating: September 15-27

Physical Activity: September 29-October 11

Tobacco/Alcohol/Drugs: October 13-25

Sleep: October 27-November 8

Safety/ Injury/disease prevention: November 11-22

MID-TERM AND FINAL: Each will be an on-line exam, open book.

Mid-term: October 9

Final: December 4

SMALL GROUP PRESENTATIONS: October 21-November 18

2-3 students provide an informative presentation (5-7 minutes) on a specific health topic relevant to the course. The presentation needs to include an introduction, a statement of the health topic, an outside source (not the textbook), a summary of the information from the outside source (CDC, NIH, SAMHSA, NIMH, etc.)

GROUP DISCUSSIONS: November 20-December 4

4-6 students in groups will participate in a problem-solving activity, with each group given a specific research article or case-study and health topic. Students will develop appropriate strategies in addressing the health issue. Each group will be provided the research article or case-study in class, to be discussed within the group during class time, and provide a summary to the entire class of the article/case-study, that includes an introduction, statement of the problem (purpose), methodology if research, intervention if case study, recommendations and conclusion.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honcode/>].
- 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 behavior 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.

