

GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

HEAL 110 DL2 An Invitation to Health (3)

Spring Semester 2014

Day/Time: Online Education

Location: Online Education

Professor: Jacqueline Johnson, MPH, EdD

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PREREQUISITES: None

COURSE DESCRIPTION: Focuses on health improvement among individuals, 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:

- Recognize specific aspects and determinants of personal health;
- Demonstrate knowledge in ten basic health areas:
 - Mental/emotional well-being;
 - Fitness;
 - Nutrition/weight management;
 - Family/social wellness;
 - Alcohol, tobacco, and other substance abuse prevention;
 - Infectious/chronic disease control and prevention;
 - Consumerism and health care utilization;
 - Safety;
 - Human growth and development; and
 - Environmental conservation.
- Identify ways they can improve their personal health
- Investigate the basic principles of the functioning of the human body as they relate to a person's health behavior choices and practices; and
- Examine and discuss key facts, issues and problems related to personal health.

COURSE OVERVIEW:

The focus of this is health for the 21st century. Through a variety of learning activities, students will be expected to master content in the 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

NATURE OF COURSE DELIVERY:

This is an online, distance education course. Assignments and course announcements are posted through Blackboard. There are no class meetings.

DISTANCE EDUCATION EXPECTATIONS:

Students are held to the standards of the George Mason University Honor Code. Distance education relies on mutual communication and trust. Students are expected to complete their own work without inappropriate assistance. Students are expected to log into the course M-F to stay current on course announcements. Much of the communication between the instructor and students takes place via email. The instructor will reply to students' emails within 24 hours, M-F. Students are expected to reply to the instructor's email within 24 hours, M-F. Students are expected to participate in discussion boards and fulfill all assignments. Assignments must be submitted on the specified due date for full credit to be earned.

REQUIRED READINGS:

- 1) Textbook: Hales, D (2013). An Invitation to Health, (15th Edition). Belmont, CA: Wadsworth Cengage Learning.
- 2) Access to Blackboard at <http://mymason.gmu.edu>

EVALUATION:

Quiz (10 – 1pt each)	10 points
Discussions (5- 2pts each)	10 points
Health Change Plan	20 points
Mid-Term	30 points
Final	30 points
Total	100 points

Grading Scale:

A	= 96-100	B+	= 88-90	C+	= 77-79	D	= 65-69
A-	=91-95	B	= 85-87	C	= 74-76	F	= 64 and below
		B-	= 80-84	C-	=70-73		

Tentative Course Outline

Class #/Date	Topic	Readings
#1/ January 23	Review Syllabus	Read Chapter 1 for next class
#2/ January 23	Review Assignments Course Outline Your Invitation to Health	Read Chapter 2 for next class
#3/ January 30	Your Well-Being Psychology/Spiritual	Read Chapter 3 for next class
#4/ January 30	Caring for your Mind Quiz 1	Read Chapter 4 for next class
#5/ February 6	Stress Management	Reading posted in Blackboard
#6/ February 6	Stress management in your life	Read Chapter 5 for next class
#7/ February 6	Social Health Quiz 2	Read Chapter 6 for next class
#8/ February 13	Personal Nutrition	Reading posted in Blackboard
#9/ February 13	Understanding food today	Read Chapter 7 for next class
#10/ February 20	Weight Management	Reading posted in Blackboard
#11/ February 20	Weight Management: the truth Understanding eating disorders, body image	Read Chapter 8
#12/ February 27	Fitness can be fun	Readings on Blackboard
#13/ February 27	Putting nutrition and fitness into perspective Quiz 3	Study for mid-term
#14/ March 6	Mid-term	On-line Read Chapter 9 for next class
#15/ March 6	Personal Sexuality Small group presentations	Read Chapter 10 for next class
#16/ March 6	Reproductive Choices Small group presentations	Read Chapter 11 for next class
#17/ March 6	Lowering risk for STIs Small group presentations Quiz 4	Read Chapter 12 for next class

Spring Break March 10-14	Spring Break	March 10-14
#18/ March 20	Addictions	Read Chapter 13 for next class
#19/ March 20	Alcohol	Read Chapter 14 for next class
#20/ March 20	Tobacco Quiz 5	Read Chapter 15 for next class
#21/ March 27	Preventing Major Disease Small group presentations	Reading posted in Blackboard
#22/ April 3	Public health and disease prevention Small group presentations	Read Chapter 16 for next class
#23/ April 10	Infectious Disease Small group presentations Quiz 6	Read Chapter 17 for next class
#24/ April 17	Traditional and nontraditional health care	Reading posted in Blackboard
#25/ April 17	Alternative therapies Quiz 7	Read Chapter 18 for next class
#26/ April 24	Personal Safety Large group discussions Quiz 8	Read Chapter 19 for next class
#27/ April 24	Healthy environments Large group discussions	Reading posted in Blackboard
#28/ May 1	Developing healthy Environments Large group discussions Quiz 9	Read Chapter 20 for next class
#29/ May 1	A lifetime of Health Large group discussions	Reading posted in Blackboard
#30/ May 1	Maintaining health, aging well Quiz 10 Large group discussions	Study for final

ASSIGNMENTS

Behavior change project: Each student will be responsible for journaling/monitoring several health behaviors, and then chose one behavior to plan and attempt to adopt/modify/ change a health behavior 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.

Mid-term and Final: Each will be an on-line exam, open book. Each will have unlimited attempts to improve your test responses over a 24 hour period.

Quizzes will be administered online as well, open book. Each will have unlimited attempts to improve test responses, over a one-hour period.

Discussions will be provided online via Blackboard. Articles and readings will be posted, by the instructor, for comments and discussion by students. Each student is responsible for submitting a one paragraph response to each discussion. Students are encouraged to submit their own discussion threads of articles, literature, or questions about a specific health topic.

Health Behavior Journals:

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 journal will involve a week of becoming aware of habits/ beliefs about the behavior, then identifying strategies for changing the behavior, and making plans to attempt change in one of the behaviors. The final paper will include summaries of all behavior journals, learning points, strategies planned for the chosen behavior change.

The behaviors include:

Stress Management: January 25-31

Nutrition/Eating: February 15-21

Physical Activity: March 1-March 7

Tobacco/Alcohol/Drugs: March 17-23

Sleep: April 5-11

Safety/ Injury/disease prevention: April 24-May 1

Student Expectations

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- 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.

