

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 230 DL1 Introduction to Health Behavior (3)
Spring 2014

DAY/TIME:	TBA	LOCATION:	Distance Learning
PROFESSOR:	Dr. Rich Miller	EMAIL ADDRESS:	emiller@gmu.edu
OFFICE LOCATION:	10396 Democracy Lane, Kellar Annex II	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	T & R 11:30a-1:30p	FAX NUMBER:	(703) 934-2195

PREREQUISITES/COREQUISITES: (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 and 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, asthma, 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, healthy 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>

PROFESSIONAL ASSOCIATION STANDARDS:

This course is also a requirement in BS Athletic Training and Education and relates to standards for the Commission and the Accreditation of Athletic Training Education.

NATURE OF COURSE DELIVERY:

Distance learning involving reading assignments, presentation software files, writing assignments, discussion forums, Collaborate conferencing, and website-based activities.

REQUIRED READINGS:

Brannon, L., & Feist, J. (2013). *Health psychology: An introduction to behavior and health* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133593072. Additional course material at Blackboard.

EVALUATION:

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

Requirements	Possible Points
<u>Tests</u> First test (covers chapters 1-5/6) Second test (covers chapters 7-11) Third test (covers chapters 12-16) Each Blackboard online exam is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in Powerpoint lectures. Each test will be graded 0-100 points and weighted .10 of overall course grade. Points are deducted for not starting the test by its deadline. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material.	30 points
<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on subject material covered in lecture and found in the textbook. Each short essay quiz will be graded 0-5 points with a total of 50 possible points that will be weighted .30 and factored into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	30 points
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums. Each discussion forum will be based on a self-assessment completed by the student and this discussed with the forum. Each post is worth 2 points and a total of 20 points be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	20 points
<u>Health Behavior Paper</u> The health behavior paper involves completing a writing assignment according to posted guidelines by its due date. The paper comprises an introduction, review of the professional literature, theoretical aspects, and conclusion section. The total possible score of 100 points will be weighted .20 of overall course grade. This writing assignment will represent cognitive, affective and psychomotor learning experiences.	20 points

TOTAL 100 points

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	

TENTATIVE COURSE SCHEDULE:

Each class session will be a combination of lecture, small group work, video discussion and other class activities.

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Jan 21-26	Introduction	Chapter 1 Introduction
2	Jan 27-Feb 2	Health behavior research	Chapter 2 Conducting Health Research (Short essay quiz 1 due Feb 2 end of day covers chs 1 & 2) (Discussion forum 1 due Feb 2 end of day)
3	Feb 3-9	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care (Short essay quiz 2 due Feb 9 end of day covers ch 3) (Discussion forum 2 due Feb 9 end of day)
4	Feb 10-16	Adhering to health advice and care	Chapter 4 Adhering to Medical Advice (Short essay quiz 3 due Feb 16 end of day covers ch 4) (Discussion forum 3 due Feb 16 end of day)
5	Feb 17-23	Managing stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease (Test 1 due Feb 23 end of day covers chs 1-6)
6	Feb 24-Mar 2	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain; Chapter 8 Considering Alternative Approaches (Short essay quiz 4 due Mar 2 end of day covers chs 7 & 8) (Discussion forum 4 due Mar 2 end of day)
7	Mar 3-9	Behavioral factors in cardiovascular disease	Chapter 9 Behavioral Factors in Cardiovascular Disease (Short essay quiz 5 due Mar 9 end of day covers ch 9) (Discussion forum 5 due Mar 9 end of day)
		Mid-semester break	
8	Mar 17-23	Behavioral factors in cancer	Chapter 10 Behavioral Factors in Cancer (Short essay quiz 6 due Mar 23 end of day covers ch 10) (Discussion forum 6 due Mar 23 end of day)
9	Mar 24-30	Living with chronic illness and disease	Chapter 11 Living with Chronic Illness (Test 2 due Mar 30 end of day covers chs 7-11)
10	Mar 31-Apr 6	Not smoking	Chapter 12 Smoking Tobacco (Short essay 7 quiz due Apr 6 end of day covers ch 12) (Discussion forum 7 due Apr 6 end of day)
11	Apr 7-13	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs (Short essay quiz 8 due Apr 13 end of day covers ch 13) (Discussion forum 8 due Apr 13 end of day)
12	Apr 14-20	Healthy eating and managing weight	Chapter 14 Eating and Weight (Short essay quiz 9 due Apr 20 end of day covers ch 14) (Discussion forum 9 due Apr 20 end of day)
13	Apr 21-27	Exercising	Chapter 15 Exercising (Essay quiz 10 due Apr 27 end of day covers ch 15) (Discussion forum 10 due Apr 27 end of day)
14	Apr 28-May 4	The Future	Chapter 16 Future Challenges (Test 3 due May 4 end of day covers chs 12-16) (Health Behavior Paper due May 4 end of day)

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

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/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.

