

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
HEAL 230 Introduction to Health Behavior 001
Spring 2014

DAY/TIME: Thursday, 720-1000pm LOCATION: Kruger Hall
PROFESSOR: Dr. Jacqueline Johnson EMAIL: jjohns62@gmu.edu
OFFICE LOCATION: PHONE NUMBER:
OFFICE HOURS: 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. This course presents studies in health and disease from a biopsychosocial perspective, and 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
<i>TOTAL</i>	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 will also consider the broader spectrum of behavior change with a target population, based on their learning in course content, and personal experience in changing a behavior. Students will select a specific target population and provide recommendations to promote the specific behavior change.

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
January 23 720-830	Introduction What is Health Psychology? What is Health? Review Syllabus/ and assignments	Read Chapter 1 Read Chapter 2
January 23 845-1000	What's in the News? Conducting Health Research Behavior Change Project	Read Chapter 3 for Wednesday, July 3, 2013
January 30 720-830	Health Care Discussion/ small groups Quiz #1	Read Chapter 4 Choose Health Behavior Written assignment #1 due (BB)
January 30 845-1000	What's in the News? Healthy Behavior Critical review of research	Read Chapter 5 Research your health behavior
February 6 720-830	What's in the News? Stress Behavior Change Project	Read Chapter 6 Begin journaling behavior
February 6 845-1000	What's in the News? Stress, Immunity and Disease Discussion/ small groups	Read Chapter 7 Journal behavior Strategies for changing behavior
February 13 720-830	What's in the News? Pain, and pain management Behavior Change Project Quiz#2	Read Chapter 8 Develop plan to change behavior Written assignment #2 Due (BB)
February 13 845-1000	What's in the News? Alternative Medicine and Therapy Yoga and Meditation	Read Chapter 9 Put behavior change plan into action; journal the change
February 20 720-830	What's in the News? CVD Mid-term Review	Read Chapter 10 Mid-Term is on-line, open book, covers Chapters 1-9
February 27 830-914	What's in the News? Cancer Discussion	Read Chapter 11 Continue behavior change
February 27 920-1000	What's in the News? Chronic Illness Quiz #3	Read Chapter 12 Continue behavior change

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March 6 720-830	What's in the News? Smoking Tobacco Discussion	Read Chapter 13 Continue behavior change
March 6 845-1000	What's in the News? Alcohol and Drugs Literature Review	Read Chapter 14 Continue behavior change
March 20 720-830	What's in the News? Eating Weight	Read Chapter 15 Continue behavior change
March 20 845-1000	What's in the News? Exercise and Physical Activity Quiz #4	Read the Reading posted in Blackboard Behavior Change Project
March 27 720-830	What's in the News? Body Image and Eating Disorders	Read Chapter 16 Written assignment #3 Due (BB)
March 27 845-1000	College and Weight	Psychosocial aspects of weight among college students
April 3	Presentations Motivational Interviews	Meetings with course instructor
April 10	Presentations Research Review	Meetings with course instructor
April 17	Presentations Research Review	Meetings with course instructor
April 24 720-830	What's in the News? The Future Discussion	Finish Behavior Change Project paper
April 24 845-1000	What's in the News? Quiz #5 Group Discussions	Study for Final
May 1	What's in the News? Final Review	Submit Behavior Change Project Behavior Change Project Paper DUE Final, on line, open book and Final covers Chapters 10-16

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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.

