

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 230 C01 Introduction to Health Behavior - CRN: 41215

Summer 2014

Duration: Jun 30, 2014 - Aug 08, 2014

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Dr. Rich Miller	EMAIL ADDRESS:	emiller@gmu.edu
OFFICE LOCATION:	10396 Democracy Lane, Kellar Annex II	PHONE NUMBER:	703-993-2066
OFFICE HOURS:	Virtual – Bb Collaborate – by appointment	FAX NUMBER:	703-993-2025

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.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on 16 May,. There will also be synchronous learning activities through Bb Collaborate (by appointment).

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/

- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Mon, and **finish** on Sun.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester/session, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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>

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
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<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:

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
1	Jun 30-Jul 6	Introduction; Health behavior research	Chapter 1 Introduction Chapter 2 Conducting Health Research (Short essay quizzes 1 & 2 due Jul 6 end of day) (Discussion forums 1 & 2 due Jul 6 end of day)
2	Jul 7-13	Health (help) seeking; Adhering to health advice and care	Chapter 3 Seeking and Receiving Health Care Chapter 4 Adhering to Medical Advice (Short essay quizzes 3 & 4 due Jul 13 end of day) (Discussion forums 3 & 4 due Jul 13 end of day)
3	Jul 14-20	Managing stress and pain	Chapter 5 Defining, Measuring and Managing Stress Chapter 6 Understanding Stress, Immunity and Disease Chapter 7 Understanding and Managing Pain; Chapter 8 Considering Alternative Approaches (Short essay quiz 5 due Jul 20 end of day) (Discussion forum 5 due Jul 20 end of day) Test 01 due Jul 20 end of day (covers chs 1-8)
4	Jul 21-27	Health behavior and chronic disease	Chapter 9 Behavioral Factors in Cardiovascular Disease Chapter 10 Behavioral Factors in Cancer Chapter 11 Living with Chronic Illness (Short essay quizzes 6 & 7 due Jul 27 end of day) (Discussion forums 6 & 7 due Jul 27 end of day)
5	Jul 28-Aug 3	Behavioral health: not smoking, responsible alcohol/drug involvement, and healthy eating	Chapter 12 Smoking Tobacco Chapter 13 Using Alcohol and Other Drugs Chapter 14 Eating and Weight (Short essay quizzes 8 & 9 due Aug 3 end of day) (Discussion forums 8 & 9 due Aug 3 end of day)
6	Aug 4-8	Exercising; The Future	Chapter 15 Exercising Chapter 16 Future Challenges (Short essay quiz 10 due Aug 8 end of day) (Discussion forum 10 due Aug 8 end of day) Test 02 due Aug 8 end of day (covers chs 9-16) Health Behavior Paper due May 4 end of day

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

TASKSTREAM REQUIREMENTS

The health behavior paper requirement for HEAL 230 will be subjected to a performance-based assessment. That means every student registered for any HEAL 230 Intro Health Behavior is required to submit his/her health behavior to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. You will receive further instructions from the instructor regarding how to submit your health behavior paper.

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.

