

GEORGE MASON UNIVERSITY

School of Recreation, Health and Tourism

**HEAL 110 DL2 An Invitation to Health (3)**

Spring Semester 2015

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.

**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 August 25 at 900am.

**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:
  - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES...
  - 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/](http://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 Monday, August 25 at 900am and finish on December 15 at 1159pm.
- **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, 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.

### 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 21<sup>st</sup> 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..

#### REQUIRED READINGS:

- 1) Textbook: Hales, D (2013). An Invitation to Health, (16<sup>th</sup> 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
<b>Total</b>	<b>100 points</b>

### 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 Outline

Class #/Date	Topic	Readings
#1/ January 20-23	Review Syllabus	Read Chapters 1-2
#2/ January 20-23	Review Assignments Course Outline Your Invitation to Health	Read Chapters 1-2 Your Well-Being Psychology/Spiritual
#3/ January 26-30	Caring for your Mind Stress Management	Read Chapters 3-4
#4/ January 26-30	Caring for your Mind Stress Management Quiz 1	Read Chapters 3- 4
#5/ February 2-6	Stress Management	Reading posted in Blackboard
#6/ February 2-6	Stress management in your life	Read Chapter 5, Social Health
#7/ February 9-13	Social Health Quiz 2	Reading posted in Blackboard
#8/ February 9-13	Healthy Lifestyles Personal Nutrition	Read Chapter 6
#9/ February 16-20	Personal Nutrition	Read Chapters 6
#10/ February 16-20	Weight Management	Read Chapter 7
#11/ February 23-27	Weight Management: the truth Understanding eating disorders, body image	Reading posted in Blackboard
#12/ February 23-27	Fitness can be fun	Read Chapter 8
#13/ March 2-6	Putting nutrition and fitness into perspective Quiz 3	Readings posted in Blackboard Study for mid-term
#14/ March 2-6	Mid-term	On-line Covers Chapters 1-8

#15/ March 16-20	Responsible Sexuality Personal Sexuality	Read Chapters 9 for next class
#16/ March 16-20	Reproductive Choices Small group presentations	Read Chapter 10
#17/ March 23-27	Lowering risk for STIs Small group presentations Quiz 4	Read Chapter 11
#18/ March 23-27	Making Healthy Choices Addictions	Read Chapter 12
#19/ March 30-April 3	Alcohol	Read Chapter 13 Alcohol
#20/ March 30-April 3	Tobacco Quiz 5	Read Chapter 14 Tobacco
#21/ April 6-10	Taking Charge of Your Health Major Diseases	Read Chapter 15 Reading posted in Blackboard
#22/ April 6-10	Infectious Illnesses Public health and disease prevention	Read Chapter 16
#23/ April 13-17	Infectious Disease Quiz 6	Reading posted in Blackboard CDC
#24/ April 13-17	Consumer Health	Read Chapter 17 for next class
#25/ April 20-24	Alternative therapies Quiz 7	Readings posted in Blackboard NIH/NCCAM
#26/ April 20-24	Health in Context Personal Safety Quiz 8	Read Chapter 18
#27/ April 27- May 1	Healthy environments	Read Chapter 19
#28/ April 27- May 1	A lifetime of health Quiz 9	Read Chapter 20
#29/ May 1-4	Maintaining health, aging well Quiz 10	Reading posted in Blackboard
#30/ May 1-4	Last week of semester	Final is due NLT May 7, 2015

## 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: September 2-12

Nutrition/Eating: September 15-26

Physical Activity: September 29- October 13

Tobacco/Alcohol/Drugs: October 20- November 3

Sleep: November 10-24

Safety/ Injury/disease prevention: December 1-15

## *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- 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.

