

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110 DL – Personal Health (3)
Fall 2015

DAY/TIME:	Online	LOCATION:	Online
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PREREQUISITES:	None		

COURSE DESCRIPTION:

Focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety 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 or before August 31, 2015.

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 have compatibility issues 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/
 - Java Plug-in for using Collaborate (will request download when you access the Collaborate system for the first time.)
- Web Camera and microphone or other recording/video device for video presentations.

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday and **finish** on Sunday.
- **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 3 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. Instructor will track logins and views of material through the Blackboard system as a part of the participation grade.

- **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, unless as a result of a university technical issue.
- **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:

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

COURSE OVERVIEW:

The breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and large group interaction. The assignments include a range of approaches, including reading current resources, attending group meetings, and preparing critical thinking and reflection papers. Examinations address reading assignments and class content. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

REQUIRED READINGS:

Textbook: Hales, D. (2014). *An Invitation to Health: Choosing to Change*. (16th edition). Belmont, CA: Wadsworth, Cengage Learning

LECTURES:

Lectures/Powerpoint slide decks will be posted on Blackboard each week. Students are expected to review the lecture or slide deck to enhance the textbook reading. Slide decks and lectures sometimes include discussion prompts with dates students must respond and participate by.

EVALUATION AND GRADING SCALE: Students will be graded on a point system, achieving points for each assignment as articulated in the table earlier in this syllabus. A total of 100 points are possible in this course. Points will **NOT** be rounded-up to the next highest grade level. This course is graded on a point system, with a total of 100 possible points.

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	

REQUIREMENTS:

Workout Presentation	8 points
Food Diary and Summary	8 points
STI Resource	5 points
Bi-Weekly Quizzes	25 points (5 points per quiz)
Online Journal	4 points (1 points per journal)
Mid-Term Exam	20 points
Final Exam	30 points

ASSIGNMENTS: *All assignments to be submitted electronically using the course Blackboard site as Microsoft Word documents (unless otherwise specified). Assignments due by 11:59pm on date indicated.***** Note: Papers are due on the scheduled date; those received late are subject to score reduction. Grading rubrics will be provided on Blackboard for assignments.

Workout Presentation:

Students will design a personal workout program to include cardiovascular/aerobic training program. The presentation for the program will be a 5-7 minute presentation (recorded video with visuals and sound) and include the following: Method (determine what type of aerobic activity you will engage in, determine the frequency and duration of your activity, list any special equipment needed for this activity, and be sure to include warm-up and stretching activities) and Discussion (discuss reasonable fitness goals and how to properly achieve those goals and discuss strategies for dealing with issues that may conflict with your exercise plan). This is a presentation, but should include basic demonstrations of the activities you are recommending as a part of your plan. This is not, however, an Exercise Video—it should not simply be you showing me a video of you exercising. Please ensure you present on each of the topics outlined above. Students may consult with staff in Mason Recreation for assistance using campus facilities to develop a plan, or use a local gym. Please contact instructor to be connected with a member of the Mason Recreation staff.

Food Diary and Summary:

For this assignment, you will need to track everything you consume for 3 normal weekdays and 1 weekend (Saturday and Sunday)—a total of 5 days. Students will keep a log of EVERYTHING they eat. Use the following website: www.choosemyplate.gov. At this website, use the “Supertracker”, located under the “Interactive Tools” tab. The online software program will have you enter the items one at time. When you have finished entering the data, a variety of reports are available for you to review. Your assignment is to write a 2-3 page personal analysis of your own health behaviors/habits as compares to guidelines/recommendations reviewed in lectures and should include a summary of your eating habits. Your summary should include the following: an overall review of your strengths and deficiencies, a plan for improvement (a health behavior change will be selected by the student and the process in making that change will be analyzed in the paper), and a consideration of how your current diet is impacting your health, wellness and performance. This should be related to the information in the text regarding diet and health. Also, include a copy of the reports from the program you choose. Papers will be in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

STI Resource:

Students will select one STI and utilize the STI Fact Sheet (available at www.cdc.gov) to devise an informational resource. This should be a resource targeted at reaching traditional aged college students (18-25 year olds) and cover several key pieces of information, including how the STI is contracted, how it is treated, who is at risk, and how to protect against it. Since this is meant to reach and educate college students, it should be a catchy, interesting resource. Formats used for

previous projects include a video commercial, a radio commercial, a poster, and an educational booth on campus. Students will also include a 1 page executive summary of how the resource would be used on campus at George Mason University, how successful implementation of the resource would be assessed, and what challenges there may be for successful implementation. Resource and Executive Summary will be in APA style and reflect the collegiate level of education especially in reference to style, grammar, and spelling.

Online Journal (4 Entries):

On the Tools>Journals section of Blackboard, write a reflection on assigned topic. Journal entries should be 250-500 words in length and respond to the questions posed in the prompt, to be provided by the instructor.

Quizzes:

A quiz will be administered on course readings approximately every other week (see calendar.) Quizzes will not be administered on weeks of midterm, final, or journal entries. Quizzes will measure comprehension of reading.

Midterm and Final Exams:

Each exam will be questions of multiple choice questions and essay questions taken from both the text and materials discussed in lectures. Review points will be outlined at the end of the chapters to assist in preparation for examinations. The questions will measure ability to identify, recall, differentiate, apply and analyze the subject matter. Exams will be administered online using Blackboard.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Topic	Readings	Assignment Due
August 31	Introduction and Overview Your Invitation to Healthy Change	Chapter 1	<i>Quiz 1 available</i>
September 7	Psychological and Spiritual Well Being	Chapters 2, 3, 4	Quiz 1 (Chapters 1-4) due <i>Journal Question 1 available</i>
September 14	Personal Nutrition and Weight Management	Chapters 6, 7	Journal 1 Due <i>Begin Food Diary</i> <i>Quiz 2 available</i>
September 21	The Joy of Fitness	Chapter 8	Quiz 2 (Chapters 6-8) due Food Diary Due <i>Quiz 3 available</i>
September 28	Personal Sexuality and Reproductive Choices	Chapters 9, 10, 11	Quiz 3 (Chapters 9-11) due Workout Presentations Due <i>Journal Question 2 available</i>
October 5	Communicating and Relating	Chapter 5	Journal 2 Due
October 12	No class-Columbus Day		<i>Midterm available</i>
October 19	MIDTERM EXAM (ONLINE) Chapters 1-11		Midterm Due <i>Quiz 3 available</i>
October 26	Addiction & Alcohol	Chapters 12, 13	Quiz 3 due <i>Journal Question 3 available</i>
November 2	Drugs and Tobacco	Chapters 14	Journal 3 due <i>Quiz 4 available</i>
November 9	Major and Infectious Diseases	Chapter 15, 16	Quiz 4 (Chapters 12-16) due <i>Journal Question 4 available</i>
November 16	Healthcare Protecting Yourself	Chapters 17, 18	Journal 4 due
November 23	No class-Thanksgiving Week		
November 30	Healthy Environment	Chapter 19	Quiz 5 (Chapters 17-19) due
December 7	Lifetime Health	Chapters 20	STI Resource Due <i>Final Exam available</i>
December 14	FINAL EXAM (ONLINE) Chapters 12-20		Final Exam due

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.

