

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 230-001 – Introduction to Health Behavior (3)  
Fall 2015

DAY/TIME:	M 7:20 – 10:00 p.m.	LOCATION:	Robinson B 201
INSTRUCTOR:	Diana Karczmarczyk, PhD, MPH, MCHES	EMAIL ADDRESS:	<a href="mailto:dkarczma@gmu.edu">dkarczma@gmu.edu</a>
OFFICE LOCATION:	N/A	PHONE NUMBER:	571-318-5400 (w)
OFFICE HOURS:	By appointment only	FAX NUMBER:	N/A

#### 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.

#### 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

#### CLASSROOM POLICIES

- Please be on time to class. If a student needs to come in late- please do so quietly as to not disrupt others. It is expected that students attend all classes. Failure to attend will result in missed points that will result in a lower course grade. **REQUESTS** for exceptions must be submitted in writing to the Instructor prior to missing class.
- This class has a **REQUIRED** Blackboard component. It is important that students check Blackboard for important announcements, assignments and to access the midterm and final exam.
- Weather related announcements for class will be posted on the Blackboard page and communicated through Blackboard as well as by the Mason administration.
- Be an active participant- listen, ask questions, and share ideas. Active participation that will help to make this class more valuable. Sleeping in class is not a form of participation and students will be asked to leave.
- Please create a safe environment for people to openly communicate.
- Respect that each person is entitled to their own belief system.
- Complete all assignments on time. All written assignments are due at the beginning of class and must be submitted through Blackboard. Late assignments will be accepted with .5 points deducted for each day the assignment is late. No exceptions will be made to this policy as all assignments will be provided at least 2 weeks prior to their due date. Students who are not in class on the day an assignment is due are still expected to submit their work online by the deadline.
- Type, spell check and proofread all papers. All papers must be typed with a font size of 12 points and a margin of 1 inch. All work must be double-spaced. Papers that are not in this format will receive a deduction in points. Grading rubrics for each assignment will be posted on Blackboard.
- All work in this class must be your own. Use appropriate citation in work that is referenced.
- Students may bring food and drink items to class, but please take all personal trash at the end of the class and dispose of properly.
- Cell phones must be muted or turned off during class. Please do not answer any calls in class or send/read any text messages as this is distracting to others. Due to the nature of the class, video recording or taking pictures of any lecture is only allowed with the approval of the Instructor. Audio recording of lectures is allowed.

- Due to feedback from previous classes, laptops should not be used in this class. Students have used laptops in the past for checking emails, surfing the internet and working on other work while class was in session and this is very disruptive to others. The nature of this class is not conducive to using laptops because the class consists of small and large group discussions on a regular basis. If a student feels as though they need an exception made for them to succeed in the class then they should speak to the instructor personally.
- To facilitate positive class discussions the class will develop and agree on a set of “ground rules” for the discussions that will occur throughout the semester. These “ground rules” will be added to the Blackboard page once they have been finalized and will be utilized for all class discussions.

#### REQUIRED READINGS

1. Brannon, L., & Feist, J. (2013). Health psychology: An introduction to behavior and health (8<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133593072.
2. Additional course material to be provided on Blackboard

#### EVALUATION

<u>Requirements</u>	<u>Points</u>
#1 Midterm- Multiple choice (50 question) exam taken on Blackboard	50
#2 Final Exam - Multiple choice (50 question) exam taken on Blackboard	50
<i>Assignments (2 total at up to 15 points each)</i>	30
<i>In class reflections and attendance (10 at up to 3 points each)</i>	30
<i>Final class reflection (includes 2 parts at up to 10 points each)</i>	20
TOTAL	180

**Assignments:** There will be 2 written assignments due in the course. The assignments include responding to a documentary (viewed outside of class) and informally interviewing 2-3 people and analyzing their responses. *Details and grading rubrics for each assignment will be provided on Blackboard at least 2 weeks before the assignment deadline.*

**In class reflection and attendance:** This class will include regular class discussions and interactive learning activities. Student participation and attendance is critical and expected. Throughout the course there will be at least 10 opportunities for written reflection on each class. These reflections may occur in the middle of the class or at the end of class. Grading includes 3 points possible for each class attended. Students are expected to stay for the entire class time unless approved in writing by the Instructor prior to class.

**Final class reflection:** The final class reflection will be a 3-4 page paper reflecting on lessons learned in the class

and how the class has made a personal impact by citing specific examples from class discussions and content.

**Optional Bonus Points:** Students may each receive *up to* 5 additional points for submitting a 5-7 page paper on an approved book on a topic related to the course. A list of pre-approved books will be listed on Blackboard. The 5-7 page paper must be a scholarly and personal review of the book and address the following:

- What are the strengths of the book?
- What are the lessons learned from the book?
- Why should someone read this book?
- What would improve the book?

### Grading Scale

180 points to 169 points = A	143 points to 140 points = C+
168 points to 162 points = A-	139 points to 133 points = C
161 points to 158 points = B+	132 points to 126 points = C-
157 points to 151 points = B	125 points to 108 points = D
150 points to 144 points = B-	107 points to 0 points = F

Grading Scale by

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

8/31	Intro to class, Review syllabus, Develop contact cards	
*9/7*	<b>**Class does NOT meet due to Labor Day holiday**</b>	
***	<i>Note: The last day to add classes is 9/8</i>	***
9/14	Topic: Introducing Health Psychology Topic: Conducting Health Research	Read Chapter 1 & 2
9/21	Topic: Seeking and Receiving Health Care	Read Chapter 3
9/28	Topic: Adhering to Healthy Behavior <i>Virtual Class- Watch Documentary</i>	Read Chapter 4
10/5	Topic: Defining, Measuring and Managing Stress	Read Chapter 5 <b>Assignment #1 Due</b>
10/13 *Tuesday	Topic: Understanding Stress, Immunity and Stress	Read Chapter 6
10/19	Topic: Understanding and Managing Pain Topic: Considering Alternative Approaches	Read Chapter 7 & 8

10/26	<b>MIDTERM on Blackboard (taken online on Blackboard)</b>	
11/2	<b>Topic: Behavioral Factors in Cardiovascular Disease</b>	<b>Read Chapter 9</b>
11/9	<b>Topic: Behavioral Factors in Cancer</b>	<b>Read Chapter 10 Assignment # 2 Due</b>
11/16	<b>Topic: Living with a Chronic Illness</b>	<b>Read Chapter 11</b>
11/23	<b>Topic: Smoking Tobacco</b>	<b>Read Chapter 12 Optional Bonus Points Assignment Due</b>
11/30	<b>Topic: Using Alcohol and Other Drugs</b>	<b>Read Chapter 13</b>
12/7	<b>Topic: Eating and Weight Topic: Exercising</b>	<b>Read Chapter 14 &amp; 15 Final Class Reflection Due</b>
12/14	<b>Final Exam</b>	<b>**The final exam will be completed using Blackboard</b>

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

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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/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.
- 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>].

**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.

