

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**HEAL 110 DL2 Personal Health - CRN: 13606**  
**Spring 2016**

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Stephen Howes, M.S.	EMAIL ADDRESS:	<a href="mailto:showes@gmu.edu">showes@gmu.edu</a>
OFFICE HOURS:	Virtual – Bb Collaborate – by appointment	PHONE NUMBER:	703-204-8189

**PREREQUISITES/COREQUISITES:** (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 Jan. 18, 12:01a. 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/](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 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. Recognize specific aspects and determinants of personal health;
2. Demonstrate knowledge in ten basic health areas:
 

<ol style="list-style-type: none"> <li>a. Mental/emotional well-being;</li> <li>b. Fitness;</li> <li>c. Nutrition/weight management;</li> <li>d. Family/social wellness;</li> <li>e. Alcohol, tobacco and other substance abuse prevention;</li> </ol>	<ol style="list-style-type: none"> <li>f. Infectious/chronic disease control and prevention;</li> <li>g. Consumerism and health care utilization;</li> <li>h. Safety;</li> <li>i. Human growth and development; and</li> <li>j. Environmental conservation.</li> </ol>
--	--
2. Identify ways they can improve their personal health;
3. Investigate the basic principles of the functioning of the human body as it relates to a person's health behavior choices and practices; and
4. Examine and discuss key facts, issues and problems related to personal health.

### **COURSE OVERVIEW:**

Through a variety of learning activities, students will be expected to master content in 10 basic topics of personal health. They will also be expected to apply strategies for change to improve personal health.

### **REQUIRED READINGS:**

Hales, D. (2013, 15). An invitation to health (16th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 13: 978-1-285-78311-6. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

**EVALUATION:**

This course will be graded on a point system, with a total of 100 possible points.

<b>Requirements</b>	<b>Possible Points</b>
<u>Tests</u> Test 01 (covers chapters 1-7) Test 02 (covers chapters 8-14) Test 03 (covers chapters 15-20) 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. 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.	<b>30 points</b>
<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	<b>30 points</b>
<u>Discussion Forums</u> Each student is expected to post a comment in 10 different discussion forums and in each forum he/she has to reply to another student's posting. Each discussion forum will be based on a self-assessment completed by the student and then discussed at the forum. Each posting with reply is worth 2 points for a total of 20 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	<b>20 points</b>
<u>Personal Health Plan</u> A Personal Health Plan will be completed by each student according to guidelines posted at Blackboard. The plan will be implemented at the start of the semester and completed by the end of the semester. The student will submit personal health plan reports at start, mid and end points of the course. The personal health plan will be graded 0-100 points and weighted .20 of overall course grade. The plan will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.	<b>20 points</b>

**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**

<b>WEEK</b>	<b>HEALTH AREA</b>	<b>READINGS/ASSIGNMENT DUE</b>
1 Jan 19-24	Mental well-being	Chapter 1 The Power of Now Start: Chapter 2 Your Psychological and Spiritual Well-Being

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
2	Jan 25-31	Mental well-being	Finish: Chapter 2 Your Psychological and Spiritual Well-Being Chapter 3 Care of Your Mind ( <i>Short essay quiz 1</i> due Jan 31 end of day covers ch 1) ( <i>Discussion forum 1</i> due Jan 31 end of day)
3	Feb 1-7	Mental well-being; and Social well-being	Chapter 4 Personal Stress Management Start: Chapter 5 Social Health ( <i>Short essay quiz 2</i> due Feb 7 end of day covers ch 4) ( <i>Discussion forum 2</i> due Feb 7 end of day)
4	Feb 8-14	Nutrition/weight management	Finish: Chapter 5 Social Health Chapter 6 Personal Nutrition ( <i>Short essay quiz 3</i> due Feb 14 end of day covers chs 5-6) ( <i>Discussion forum 3</i> due Feb 14 end of day)
5	Feb 15-21	Nutrition/weight management	Chapter 7 Managing Your Weight  <b>Test 1 due Feb 21 end of day covers chs 1-7</b> <b>Personal Health Plan – Part 1 due Feb 21 end of day</b>
6	Feb 22-28	Fitness; Family/Social well-being	Chapter 8 The Joy of Fitness Start Chapter 9 Personal Sexuality ( <i>Short essay quiz 4</i> due Feb 28 end of day covers ch 8) ( <i>Discussion forum 4</i> due Feb 28 end of day)
7	Feb 29- Mar 6	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 9 Personal Sexuality Chapter 10 Reproductive Choices ( <i>Short essay quiz 5</i> due Mar 6 end of day covers ch 10) ( <i>Discussion forum 5</i> due Mar 6 end of day)
		Mar 7-13 <b>SPRING BREAK</b>	
8	Mar 14-20	Infectious disease control; Substance abuse prevention	Chapter 11 Lower Risk of STIs Start Chapter 12 Addictions ( <i>Short essay quiz 6</i> due Mar 20 end of day covers ch 11) ( <i>Discussion forum 6</i> due Mar 20 end of day)
9	Mar 21-27	Substance abuse prevention	Finish Chapter 12 Avoiding Addiction Chapters 13 & 14 Alcohol and Tobacco  <b>Test 2 due Mar 27 end of day covers chs 8-14</b> <b>Personal Health Plan – Part 2 due Mar 27 end of day</b>

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
10	Mar 28-Apr 3	Chronic disease prevention and control; Infectious disease prevention and control	Chapter 15 Major Diseases ( <i>Short essay 7 quiz</i> due Apr 3 end of day covers ch 15) ( <i>Discussion forum 7</i> due Apr 3 end of day)
11	Apr 4-10	Infectious disease prevention and control; Health care consumerism	Chapter 16 Infectious Illnesses Start Chapter 17 Consumer Health ( <i>Short essay quiz 8</i> due Apr 10 end of day covers ch 16) ( <i>Discussion forum 8</i> due Apr 10 end of day)
12	Apr 11-17	Health care consumerism; Safety	Finish Chapter 17 Consumer Health Start : Chapter 18 Personal Safety ( <i>Short essay quiz 9</i> due Apr 17 end of day covers ch 17) ( <i>Discussion forum 9</i> due Apr 17 end of day)
13	Apr 18-24	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 Healthier Environment ( <i>Essay quiz 10</i> due Apr 24 end of day covers ch 18 & 19) ( <i>Discussion forum 10</i> due Apr 24 end of day)
14	Apr 25-May 1	Growth and development	Chapter 20 Lifetime of Health  <b>Personal Health Plan – Part 3 due May 1 end of day</b>  <b>Test 03 due May 1 end of day covers chs 15-20</b>

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

## TASKSTREAM REQUIREMENTS

N/A

---

### *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.

