

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 230 – DL1 — Introduction to Health Behavior (3 credits)
Spring 2016

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Stephen Howes, M.S.	EMAIL ADDRESS:	showes@gmu.edu
OFFICE HOURS:	Virtual – BB Collaborate – by appointment	PHONE NUMBER:	703-204-8189

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. This course presents studies in health and disease from a biopsychosocial perspective, and 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 Jan. 18, 12:01am. 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, are 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/windowsmedia-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. (see syllabus for exact dates).
- 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 we are unable to schedule an appointment, 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

By the end of this course, students will 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. Expected learning outcomes are: students will be able to explain how individuals, groups or institutions are influenced by contextual factors; demonstrate awareness of changes in social and cultural constructs; and use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles, or theories in the analysis of significant human issues, past and present. 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., & Updegraff, J. (2013). Health psychology: An introduction to behavior and health (8th ed.).

Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133593072.

Additional readings will be posted on Blackboard throughout the semester.

EVALUATION

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

Requirements	Point Value
Test 1 (chapters 1-6) Test 2 (chapters 7-11) Test 3 (chapters 12-16) Each Blackboard online exam is composed of 50 multiple-choice items and 1 theory question. 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. Tests 1 and 2 are weighted .15 of the overall grade whereas Test 3 is weighted .20 of the overall 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. The theory question will measure students' abilities to analyze, synthesize and evaluate.	50 pts.
<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 0-3 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.	30 pts.
<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.	20 pts.
TOTAL:	100 pts.

Grading Scale

A (94 and above)	B (84-87)	C (74-77)	D (64-67)
A- (90-93)	B- (80-83)	C- (70-73)	F (63 and below)
B+ (88-89)	C+ (78-79)	D+ (68-69)	

TENTATIVE COURSE SCHEDULE

Each class session will be a combination of lecture, small group work, video discussion and other class activities.

DATES/WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
Jan 19-24 Week #1	Introduction (Week begins Tuesday due to Monday Holiday)	Chapter 1: Introduction
Jan 25-31 Week #2	Health Behavior Research	Chapter 2: Conducting Health Research (Short essay quiz 1 due Jan 31 end of day; covers chapters 1 & 2) (Discussion forum 1 due Jan 31 end of day)
Feb 1-7 Week #3	Health (help) Seeking	Chapter 3: Seeking and Receiving Health Care (Short essay quiz 2 due Feb 7 end of day; covers chapter 3) (Discussion forum 2 due Feb 7 end of day)

DATES/WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
Feb 8-14 Week #4	Adhering to Health Advice and Care	Chapter 4: Adhering to Medical Advice <i>(Short essay quiz 3 due Feb 14 end of day; covers chapter 4)</i> <i>(Discussion forum 3 due Feb 14 end of day)</i>
Feb 15-21 Week #5	Managing Stress	Chapter 5: Defining, Measuring and Managing Stress and Chapter 6: Understanding Stress, Immunity and Disease Test 1 due Feb 21 end of day; covers chapters 1-6
Feb 22-28 Week #6	Managing Pain Alternative Health Behavior	Chapter 7: Understanding and Managing Pain and Chapter 8: Considering Alternative Approaches <i>(Short essay quiz 4 due Feb 28 end of day; covers chapters 7 & 8)</i> <i>(Discussion forum 4 due Feb 28 end of day)</i>
Feb 29- Mar 6 Week #7	Behavioral Factors in Cardiovascular Disease	Chapter 9: Behavioral Factors in Cardiovascular Disease <i>(Short essay quiz 5 due Mar 6 end of day; covers chapter 9)</i> <i>(Discussion forum 5 due Mar 6 end of day)</i>
Mar 7-13	Spring Break	
Mar 14-20 Week #8	Behavioral Factors in Cancer	Chapter 10: Behavioral Factors in Cancer <i>(Short essay quiz 6 due Mar 20 end of day; covers chapter 10)</i> <i>(Discussion forum 6 due Mar 20 end of day)</i>
Mar 21-27 Week #9	Living with Chronic Illness and Disease	Chapter 11: Living with Chronic Illness Test 2 due Mar 27 end of day; covers chapters 7-11
Mar 28-Apr 3 Week #10	Not Smoking	Chapter 12: Smoking Tobacco <i>(Short essay quiz 7 due Apr 3 end of day; covers chapter 12)</i> <i>(Discussion forum 7 due Apr 3 end of day)</i>
Apr 4-10 Week #11	Using Alcohol and Drugs	Chapter 13: Using Alcohol and Other Drugs <i>(Short essay quiz 8 due Apr 10 end of day; covers chapter 13)</i> <i>(Discussion forum 8 due Apr 10 end of day)</i>
Apr 11-17 Week #12	Healthy Eating and Managing Weight	Chapter 14: Eating and Weight <i>(Short essay quiz 9 due Apr 17 end of day; covers chapter 14)</i> <i>(Discussion forum 9 due Apr 17 end of day)</i>

DATES/WEEK	TOPIC/READING	READINGS/ASSIGNMENT DUE
Apr 18-24 Week #13	Exercising	Chapter 15: Exercising <i>(Short essay quiz 10 due Apr 24 end of day; covers chapter 15)</i> <i>(Discussion forum 10 due Apr 24 end of day)</i>
Apr 25-May 1 Week #14	The Future	Chapter 16: Future Challenges Test 3 due May 1 end of day; covers chapters 12-16

Note: Faculty reserves the right to alter the schedule or syllabus as necessary. Changes will be announced in class. The instructor is not obligated to modify changes to syllabus posted on Blackboard or email students the revised syllabus. It is the responsibility of the students to attend class on a regular basis in order to stay up-to-date on assignments, due dates, and changes.

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.