

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110-DL3 Personal Health (3)
SPRING 2016

DAY/TIME:	Online Education	LOCATION:	Online Education
INSTRUCTOR:	Dr. Morgan	EMAIL ADDRESS:	kvanders@gmu.edu
OFFICE LOCATION:	Nguyen Engineering 4902	PHONE NUMBER:	703-585-3373 (texts welcome)
OFFICE HOURS:	By appointment throughout the week		

PREREQUISITES

None

COURSE DESCRIPTION

This course focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety, and other topics.

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 focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

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 user name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on the first day of classes.

TECHNICAL REQUIREMENTS

- To participate in this course, students will need the following resources:
 - High-speed Internet access with a standard up-to-date browser
 - Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course

EXPECTATIONS

- Course Week: Our weeks will **start on Mondays (Tuesday for the first week only)**, and **finish on Sundays at 11:59pm**.
- You must actively check the course Blackboard site and your GMU email for communications from me. I will post announcements weekly on Blackboard.
- You are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities, quizzes, exams, and assignments, and participating in discussions.
- You are expected to be competent in the use of all course technology. You are expected to seek assistance from me or from IT if you are struggling with technical components of the course.
- You should expect that you could experience some technical difficulties at some point in the semester and should, therefore, budget your 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, complete quizzes/exams/assignments, and work on course materials. Remember, this course is NOT self-paced. There are specific deadlines and due dates listed in the Course Schedule section of this syllabus to which you are expected to adhere. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- *****No late work will be accepted, no exceptions. It is your responsibility to keep up in this course and to use the syllabus and weekly schedules provided.**
- Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues, please email me. If you are unable to come to the Fairfax campus, we can meet by phone. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times. I am always willing to advise you on other academic or health topics as well.
- Online Etiquette: Our goal is to be collaborative, not combative. Be positive in your approach to others and diplomatic with your words. Don't be afraid to express your thoughts and opinions! Sometimes disagreements happen, and we use those to learn from each other and grow.

REQUIRED READING

Hales, D. (2015). *An Invitation to Health: Live it Now! (16th edition)*. Belmont, CA: Wadsworth Cengage Learning. (ISBN 978-1-285-78311-6)

Articles and websites – found under Readings folder

EVALUATION

This course will be graded on a point system, with a total of **721 possible points**.

- Chapter/Readings Quizzes—**200 points total (10 points each)**
- Discussion Board Posts—71 points total (10 points each, 1 point for Introductions)
- Assignments—100 points total (25 points each)
- Health Change Plan (HCP) parts 1-5 —200 points total (40 points per part)
- Exam 1—50 points
- Exam 2—50 points
- Exam 3—50 points

Weekly schedules are already posted for the semester and serve as your detailed guides for the week's assignments. You can find these on Blackboard under Weekly Schedules.

Chapter Quizzes

The quizzes are designed to assist you in mastering the concepts in the readings and slides. These quizzes are due weekly, and they are open-book. Quizzes may only be taken once each, but they are not timed.

Discussion Board Posts

Over the semester, you will have assigned topics for you to post your response on the discussion board as well as comments and questions to your classmates' responses. The topics will be listed in your weekly schedules and on the discussion board. The discussions will be graded based on your knowledge and understanding of the readings and your ability to relate the concepts to everyday experiences. Grading criteria and additional due dates (when applicable) will be listed in the weekly schedules and on the discussion board.

Assignments

You will have multiple assignments that will further your thinking about and application of the topics. The assignments will be listed in your weekly schedules and on the assignment submission links. The grading criteria for each assignment will be included in both locations.

Health Change Plan

The Health Change Plan assignment is your major project for the term. Many of the past students in this class have made big, exciting health changes through this project, so get excited about something you've wanted to do! The Health Change Plan is broken into 5 parts:

- (1) You will complete a health assessment to determine areas where change is most needed and desired and you will select your goal(s)
- (2) You will provide a progress report on your changes including any difficulties or needs for assistance or other resources
- (3) You will continue to execute your plan and for this assignment, you will report on your progress at this midway point
- (4) You will provide a second progress report on your changes, again including any challenges (current or ones you've overcome) and needs for help or resources
- (5) You will give a final report on your success and brag about your hard work and accomplishments

Further assignment details can be found on Blackboard under Assignments.

Exams

Your exams are only on your Hales textbook chapter readings. Each exam is open-book and will consist of 50 multiple-choice questions. Exams may only be taken once each and they are timed.

Exam 1—Chapters 1-7

Exam 2—Chapters 8-14

Exam 3—Chapters 15-20

GRADES

Your grades will be listed in the Grade Center on Blackboard. Often, when I grade your assignments, I will include comments that you can find in the Grade Center as well. Your current letter grade will always be available to you.

Grading Scale by Percentage

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		

COURSE SCHEDULE

Faculty reserves the right to alter the course schedule as necessary.

WEEK	TOPICS	THINGS THAT ARE DUE
1 (1/19-1/24)	The Power of Now	<i>FYI : Exam 1 and all quizzes open</i> Due Sunday, 1/24 at 11:59pm: Reading: Chapter 1 and associated slides Discussion: Introductions
2 (1/25-1/31)	Your Psychological and Spiritual Well-Being	Due Sunday, 1/31 at 11:59pm: Reading: Chapter 2 and associated slides; <i>Seligman Positive Psychology</i> ; Peterson, <i>What is Positive Psychology</i> (Readings folder) Video : <i>How to be Happy! Positive Psychology in Action</i> Quiz: Chapter 2 Discussion: Health Behavior
3 (2/1-2/7)	Caring for Your Mind	Due Sunday, 2/7 at 11:59pm: Reading: Chapter 3 and associated slides; <i>Suttie, My Trouble with Mindfulness</i> Video : <i>23 and ½ Hours</i> Quiz: Chapter 3 Assignment: HCP Part 1
4 (2/8-2/14)	Personal Stress Management	Due Sunday, 2/14 at 11:59pm: Reading: Chapter 4 and associated slides; ASC, <i>Stress Management</i> ; Houghton, <i>Effective Stress Management</i> Assignment: Stress Management Techniques

WEEK	TOPICS	THINGS THAT ARE DUE
5 (2/15-2/21)	Your Social Health	<p>Due Sunday, 2/21 at 11:59pm:</p> <p>Reading: Chapter 5 and associated slides; Broman, <i>Social Relationships and Health-Related Behavior</i></p> <p>Video : <i>Think b4 u Post</i></p> <p>Quiz: Chapter 5</p> <p>Discussion: Social Health</p>
6 (2/22-2/28)	Personal Nutrition	<p>Due Sunday, 2/28 at 11:59pm:</p> <p>Reading: Chapter 6 and associated slides; <i>My Plate on Campus Toolkit</i></p> <p>Video : <i>Basic Nutrition</i></p> <p>Quiz: Chapter 6</p> <p>Assignment: Food journal</p>
7 (2/29-3/6)	Managing Your Weight	<p>Due Sunday, 3/6 at 11:59pm:</p> <p>Reading: Chapter 7 and associated slides; Mayo Clinic, <i>Weight Loss Basics</i>; NIH, <i>Weight Loss and Nutrition Myths</i></p> <p>Video : <i>Nutrition and Weight Management</i></p> <p>Quiz: Chapter 7 quiz</p> <p>Exam: Exam 1</p> <p>Assignment: HCP Part 2 – Progress</p>
(3/7-3/13)	SPRING BREAK	Relax and have fun
8 (3/14-3/20)	The Joy of Fitness	<p><i>FYI : Exam 2 opens</i></p> <p>Due Sunday, 3/20 at 11:59pm:</p> <p>Reading: Chapter 8 and associated slides; <i>Physical Activity Guidelines for Americans</i></p> <p>Quiz: Chapter 8</p> <p>Discussion: Lifetime Activities</p>
9 (3/21-3/27)	Personal Sexuality & Reproductive Choices	<p>Due Sunday, 3/27 at 11:59pm:</p> <p>Reading: Chapters 9&10 and associated slides; <i>Protecting Your Fertility; An Overview on Healthy Sexuality and Sexual Violence Prevention</i></p> <p>Quiz: Chapters 9&10</p> <p>Assignment: HCP Part 3 - Midpoint</p>
10 (3/28-4/3)	Lowering Your Risk of Sexually Transmitted Infections & Addictions	<p>Due Sunday, 4/3 at 11:59pm:</p> <p>Reading: Chapters 11&12 and associated slides; <i>Understanding Different Forms of Addiction</i></p> <p>Video : <i>STIs: Facts and Fiction</i></p> <p>Quiz: Chapter 11&12</p> <p>Discussion: HCP 3 - Midpoint</p>

WEEK	TOPICS	THINGS THAT ARE DUE
11 (4/4-4/10)	Alcohol & Tobacco	Due Sunday, 4/10 at 11:59pm: Reading: Chapters 13&14 and associated slides; <i>Alcohol's Effects on the Body</i> Video : <i>Tobacco: Risks, Laws & Habits</i> Quiz: Chapters 13&14 Exam: Exam 2
12 (4/11-4/17)	Major Disease & Infectious Illnesses	<i>FYI : Exam 3 opens</i> Due Sunday, 4/17 at 11:59pm: Reading: Chapters 15&16 and associated slides; Mayo Clinic, <i>Infectious Diseases</i> Quiz: Chapters 15&16 Assignment: Major Disease
13 (4/18-4/24)	Consumer Health & Personal Safety	Due Sunday, 4/24 at 11:59pm: Reading: Chapters 17&18 and associated slides; <i>9 Great Health Articles Worth Reading Again</i> Quiz: Chapters 17&18 Discussion post: Consumer Health
14 (4/25-5/1)	A Healthier Environment & A Lifetime of Health	Due Sunday, 5/1 at 11:59pm: Reading: Chapters 19&20 and associated slides; WHO, Ambient Air Quality and Health; WHO, Drinking Water and Health Quiz: Chapters 19&20 Assignment: Environmental Health Discussion: Apps for Lifetime Health
15 (5/2-5/8)		Due Sunday, 5/8 at 11:59pm: Assignment: HCP Part 5 – Final Report Exam: Exam 3

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 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.

