

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 110 C01 Personal Health - CRN: 41840
Summer 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

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 June. 27th, 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/
- 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"> a. Mental/emotional well-being; b. Fitness; c. Nutrition/weight management; d. Family/social wellness; e. Alcohol, tobacco and other substance abuse prevention; 	<ol style="list-style-type: none"> f. Infectious/chronic disease control and prevention; g. Consumerism and health care utilization; h. Safety; i. Human growth and development; and j. Environmental conservation.
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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 **275** possible points.

Requirements	Possible Points
<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. 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.	150 points
<u>Quizzes & Assignments</u> During these 5 weeks you will have 2 quizzes and 3 written assignments. Each will be worth 10 points, totaling 50 points for the class. The quizzes are designed to assist you in mastering the concepts in the readings. The assignments are designed to introduce you to additional health resources.	50 points
<u>Discussion Forums</u> Each student is expected to post a comment in 5 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 5 points for a total of 25 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	25 points
<u>Behavior Change Project</u> A Behavior Change Project will be completed by each student according to guidelines posted at Blackboard. The plan will be implemented at the start of the class and completed by the final week. The student will submit personal health plan reports at start and end points of the course. Each part is worth 25 points.	50 points

TOTAL 275 points

Grading Scale

A = 259-275	B+ = 242-247	C+ = 214-219	D = 165-191
A- = 248-258	B = 231-241	C = 203-213	F = 164 and below
	B- = 220-230	C- = 192-202	

TENTATIVE COURSE SCHEDULE

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
1	June 27- July 3 Chapters 1-4	Your Invitation to a Healthy Future, Your Psychological and Spiritual Well-Being, Caring for Your Mind, and Personal Stress Management	Discussion Board Behavior Change Part 1 Quiz 1
2	July 4-10 Chapters 5-8	Social Health, Personal Nutrition, Managing Your Weight and The Joy of Fitness	Discussion Board Exam 1 Assignment 1
3	July 11-17 Chapters 9-12	Personal Sexuality, Reproductive Choices, Lowering Your Risk of Sexually Transmitted Infections and Avoiding Addictions	Discussion Board Quiz 2 Assignment 2
4	July 18-24 Chapters 13-16	Alcohol, Tobacco, Preventing Major Disease and Infectious Illnesses	Discussion Board Exam 2 Assignment 3
5	July 25-30 Chapters 17-20	Consumer Health, Personal Safety, A Healthier Environment and A Lifetime of Health	Discussion Board Exam 3 Behavior Change Part 2

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any course with a required performance-based assessment is required to submit this assessment, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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>].
- The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

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.

