

George Mason University
College of Education and Human Development
HEAL 110

HEAL 110 DL4, **CRN: 71519** – Personal Health
3 Credits, Fall 2016, Distance Learning

Faculty

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Prerequisites/Corequisites

(None)

University Catalog Course Description

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

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.

Course 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 Aug 29th, 12:01a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free

download:

- 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/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mon, and finish on Sun. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.
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.

Professional Standards: Not applicable

Required Texts

Hales, D. (2016). An invitation to health (17th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-305-63800-6. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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>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 0-5 points with a total of 50 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.	50 points
<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 5 points for a total of 50 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	50 points
<u>Behavior Change Project</u> A Behavior Change Project will be completed by each student according to guidelines posted on Blackboard. The project will be implemented in three parts. Students will begin the project from the start of the class and submit the final portion as the class concludes. The student will submit personal health plan reports at start, mid-point, and end points of the course.	75 points

			TOTAL	325 points
A = 309-325	B+ = 292-297	C+ = 264-269	D = 215-241	
A- = 298-308	B = 281-291	C = 253-263	F = 214 and below	
	B- = 270-280	C- = 242-252		

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for Responsible Use of Computing (see [Template](#)
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- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 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 by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student. **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

Class Schedule

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
1	Aug 29 - Sep 4	Mental well-being	Chapter 1 The Power of Now Start: Chapter 2 Your Psychological and Spiritual Well-Being
2	Sep 5-11	Mental well-being	Finish: Chapter 2 Your Psychological and Spiritual Well-Being Chapter 3 Caring for Your Mind <i>Short essay quiz 1</i> due Sep 11 end of day covers ch 1 <i>Discussion forum 1</i> due Sep 11 end of day
3	Sep 12-18	Mental well-being; and Social well-being	Chapter 4 Personal Stress Management Start: Chapter 5 Your Social Health <i>Short essay quiz 2</i> due Sep 18 end of day covers ch 4 <i>Discussion forum 2</i> due Sep 18 end of day
4	Sep 19-25	Nutrition/weight management	Finish: Chapter 5 Your Social Health Chapter 6 Personal Nutrition <i>Short essay quiz 3</i> due Sep 25 end of day covers chs 5-6 <i>Discussion forum 3</i> due Sep 25 end of day
5	Sep 26-Oct 2	Nutrition/weight management	Chapter 7 Managing Your Weight Test 1 due Oct 2 end of day covers chs 1-7 Behavior Change Project – Part 1 due Oct 2 end of day
6	Oct 3-9	Fitness; Family/Social well-being	Chapter 8 The Joy of Fitness Start Chapter 9 Sexual Health <i>Short essay quiz 4</i> due Oct 9 end of day covers ch 8 <i>Discussion forum 4</i> due Oct 9 end of day
7	Oct 10- 16	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 9 Sexual Health Chapter 10 Reproductive Choices <i>Short essay quiz 5</i> due Oct 16 end of day covers ch 10 <i>Discussion forum 5</i> due Oct 16 end of day

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
8	Oct 17-23	Infectious disease control; Substance abuse prevention	Chapter 11 Lower Risk of STIs Start Chapter 12 Addictions <i>Short essay quiz 6</i> due Oct 23 end of day covers ch 11 <i>Discussion forum 6</i> due Oct 23 end of day
9	Oct 24-30	Substance abuse prevention	Finish Chapter 12 Addictions Chapters 13 & 14 Alcohol and Tobacco Test 2 due Oct 30 end of day covers chs 8-14 Behavior Change Project - Part 2 due Oct 30 end of day
10	Oct 31-Nov 6	Chronic disease prevention and control; Infectious disease prevention and control	Chapter 15 Major Diseases <i>Short essay quiz 7</i> due Nov 6 end of day covers ch 15 <i>Discussion forum 7</i> due Nov 6 end of day
11	Nov 7-13	Infectious disease prevention and control; Health care consumerism	Chapter 16 Infectious Illnesses Start Chapter 17 Consumer Health <i>Short essay quiz 8</i> due Nov 13 end of day covers ch 16 <i>Discussion forum 8</i> due Nov 13 end of day
12	Nov 14-20	Health care consumerism; Safety	Finish Chapter 17 Consumer Health Start : Chapter 18 Personal Safety <i>Short essay quiz 9</i> due Nov 20 end of day covers ch 17 <i>Discussion forum 9</i> due Nov 20 end of day
13	Nov 21-27	NO CLASS	THANKSGIVING BREAK
14	Nov 28-Dec 4	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 A Healthier Environment <i>Short Essay quiz 10</i> due Dec 4 end of day covers ch 18 & 19 <i>Discussion forum 10</i> due Dec 4 end of day
15	Dec 5-11	Growth and development	Chapter 20 A Lifetime of Health Test 3 due Dec 11 end of day covers chs 15-20 Behavior Change Project – Part 3 due Dec 11 end of day

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Name Discussion forum - posting and reply

Description

Rubric Detail

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted comment addressed the self-assessment (by due date)	0 Points	0.25 Points	0.5 Points
Composed a minimum of five (5) complete and grammatically correct sentences	0 Points	0.25 Points	0.5 Points
Reply relevant to other student's posted comment	0 Points	0.25 Points	0.5 Points
Reply to other student's posted comment composed in minimum of 3 complete and grammatically correct sentence	0 Points	0.25 Points	0.5 Points

Name: Short Essay Quiz

Criteria

Levels of Achievement

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted response addresses the assignment	0 points	.25 points	.5 points
Composed a minimum of five (5) complete sentences	0 points	.25 points	.5 points
Response is in essay format	0 points	.25 points	.5 points
Response is of users own words and thought	0 points	.25 points	.5 points