

George Mason University
College of Education and Human Development
HEAL

HEAL 230 001/P01 Intro to Health Behavior
3 credit hours, Fall 2016
Tues. 4:30-7:10p
Salon B

Faculty

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Prerequisites/Corequisites: (None)

University Catalog Course Description

Introduces health behavior in context of health psychology. Explores various theoretical models to understand health, illness and sick-role behaviors. Studies health and disease from a biopsychosocial perspective. Examines means of preventing and treating health problems.

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>

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

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

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 and 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, asthma, 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, healthy 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.

Professional Standards ([Name of relevant Professional and Accrediting Organization(s) or Association(s), if applicable])

Upon completion of this course, students will have met the following professional standards: [State and enumerate specific standards met through this course or "Not Applicable." This information is available from your Academic Program Coordinator, Division Director, or Accreditation and External Reporting Office.]

Required Texts

Brannon, L., & Feist, J. (2013). Health psychology: An introduction to behavior and health (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133593072. Additional course material at Blackboard.

Course Performance Evaluation

| Requirements | Possible Points |
|--|------------------------|
| <u>Tests</u> Test 01 (covers chapters 1-5/6) Test 02 (covers chapters 7-11) Test 03 (covers 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 01 and 02 are weighted .15 of overall grade whereas Test 03 is weighted .20 of 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 points |
| <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 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 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 points |
| 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 | |

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times. [Additional course or program specific language may be added.]

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 <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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://courseessupport.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/>).

Template Revision Date: August 2016 3

- 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

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

| WEEK | | TOPIC | READINGS/ASSIGNMENT DUE |
|--------------------|----------------|--|--|
| 1 | Aug 31-Sep 6 | Introduction | Chapter 1 Introduction |
| 2 | (Sep 7)-Sep 13 | Health behavior research | Chapter 2 Conducting Health Research (<i>Short essay quiz 1</i> due Sep 13 end of day covers chs 1 & 2) (<i>Discussion forum 1</i> due Sep 13 end of day) |
| 3 | Sep 14-20 | Health (help) seeking | Chapter 3 Seeking and Receiving Health Care (<i>Short essay quiz 2</i> due Sep 20 end of day covers ch 3) (<i>Discussion forum 2</i> due Sep 20 end of day) |
| 4 | Sep 21-27 | Adhering to health advice and care | Chapter 4 Adhering to Medical Advice (<i>Short essay quiz 3</i> due Sep 27 end of day covers ch 4) (<i>Discussion forum 3</i> due Sep 27 end of day) |
| 5 | Sep 28-Oct 4 | Managing stress | Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease Test 01 due Oct 4 end of day covers chs 1-6 |
| 6 | Oct 5-11 | Managing pain Alternative health behavior | Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches (<i>Short essay quiz 4</i> due Oct 11 end of day covers chs 7 & 8) (<i>Discussion forum 4</i> due Oct 11 end of day) |
| 7 | (Oct 12)-18 | Behavioral factors in cardiovascular disease | Chapter 9 Behavioral Factors in Cardiovascular Disease (<i>Short essay quiz 5</i> due Oct 18 end of day covers ch 9) (<i>Discussion forum 5</i> due Oct 18 end of day) |
| Mid-semester break | | | |
| 8 | Oct 19-25 | Behavioral factors in cancer | Chapter 10 Behavioral Factors in Cancer (<i>Short essay quiz 6</i> due Oct 25 end of day covers ch 10) (<i>Discussion forum 6</i> due Oct 25 end of day) |
| 9 | Oct 26-Nov 1 | Living with chronic illness and disease | Chapter 11 Living with Chronic Illness Test 02 due Nov 1 end of day covers chs 7-11 |

| WEEK | | TOPIC | READINGS/ASSIGNMENT DUE |
|------|-----------------------|------------------------------------|---|
| 10 | Nov 2-8 | Not smoking | Chapter 12 Smoking Tobacco (Short essay 7 quiz due Nov 8 end of day covers ch 12) (Discussion forum 7 due Nov 8 end of day) |
| 11 | Nov 9-15 | Using alcohol and drugs | Chapter 13 Using Alcohol and Other Drugs (Short essay quiz 8 due Nov 15 end of day covers ch 13) (Discussion forum 8 due Nov 15 end of day) |
| 12 | Nov 16-22 | Healthy eating and managing weight | Chapter 14 Eating and Weight (Short essay quiz 9 due Nov 22 end of day covers ch 14) (Discussion forum 9 due Nov 22 end of day) |
| 13 | Nov 23-(25, 26)-Dec 6 | Exercising | Chapter 15 Exercising (Essay quiz 10 due Dec 6 end of day covers ch 15) (Discussion forum 10 due Dec 6 end of day) |
| 14 | Dec 7-13 | The Future | Chapter 16 Future Challenges Test 3 due Dec 13 end of day covers chs 12-16 |

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

Assessment Rubric(s)

Name Short essay quiz rubric

Description Points are deducted if submission is not composed in: • minimum (5) complete sentences using proper grammar and spelling • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Rubric Detail

| Criteria | Levels of Achievement | | | | |
|--|-----------------------|-------------------|-----------|------------------|-----------|
| | Unsatisfactory | Needs improvement | Competent | Highly competent | Excellent |
| Answered question correctly and adequately (consistent with lectures and textbook) | 1 Points | 1.5 Points | 2 Points | 2.5 Points | 3 Points |

Name Discussion forum - posting and reply

Description This rubric scores a student's posted comment while also scoring the student's reply to another student's posting.

Rubric Detail

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

Name Test 01 theory question

Description Points are deducted if submission is not composed in: • recommended number of sentences (complete and using proper grammar and spelling) • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Rubric Detail

| Criteria | Levels of Achievement | | | | |
|---|-----------------------|-------------------|-----------|------------------|-----------|
| | Unsatisfactory | Needs improvement | Competent | Highly competent | Excellent |
| Defined theory | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Compared theory with model | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Explained the difference between continuum and stage theory | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Described a health behavior theory | 0 Points | 4 Points | 6 Points | 8 Points | 10 Points |

Name Test 02 theory question

Description Points are deducted if submission is not composed in: • recommended number of sentences (complete and using proper grammar and spelling) • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Rubric Detail

| Criteria | Levels of Achievement | | | | |
|--|-----------------------|-------------------|-----------|------------------|-----------|
| | Unsatisfactory | Needs improvement | Competent | Highly competent | Excellent |
| Selected a disease and described it | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Identified risk factors | 0 Points | 2 Points | 4 Points | 6 Points | 8 Points |
| Described two behavioral strategies to reduce risk | 0 Points | 6 Points | 8 Points | 10 Points | 12 Points |

Name Test 03 theory question

Description Points are deducted if submission is not composed in: • recommended number of sentences (complete and using proper grammar and spelling) • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Rubric Detail

| Criteria | Levels of Achievement | | | | |
|--|-----------------------|-------------------|-----------|------------------|-----------|
| | Unsatisfactory | Needs improvement | Competent | Highly competent | Excellent |
| Selected health behavior; chose health behavior theory | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Explained chosen theory | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |
| Described intervention based on theory | 0 Points | 3 Points | 5 Points | 8 Points | 10 Points |
| Included two health behavioral strategies | 0 Points | 2 Points | 3 Points | 4 Points | 5 Points |