

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

**HEAL 110 DL 7 Personal Health**  
**3 credit hours, Spring 2017**  
**Distance Learning**

**Faculty**

Name: Paul Agner  
Office hours: by appointment  
Office location: RAC 2107  
Office phone: cell: 703-868-3516 text welcome  
Email address: [pagner2@gmu.edu](mailto:pagner2@gmu.edu)

**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 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. 23, 12:01a.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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: <https://get.adobe.com/reader/>

Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

Apple Quick Time Player: [www.apple.com/quicktime/download/](http://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 one 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.

### **Required Text**

Hales, D. (2015, 17). *An invitation to health* (17th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 13: 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).

<b>Requirements</b>	<b>Possible Points</b>
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<p><u>Tests</u></p> <p>Test 01 (covers chapters 1-7)          Test 02 (covers chapters 8-14)          Test 03 (covers chapters 15-20)</p> <p>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. Each test will be graded 0-100 points and weighted .15 (for Tests 1 and 2) and .20 (for Test 3) of overall course 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.</p>	<b>50 points</b>
<p><u>Short Essay Quizzes</u></p> <p>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 0-3 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.</p>	<b>30 points</b>
<p><u>Personal Health Plan</u></p> <p>A Personal Health Plan (PHP) will be completed by each student according to guidelines posted at Blackboard. The plan will be implemented at the start of the semester and completed by the end of the semester. The student will submit PHP Parts 1, 2 and 3 reports at start, mid and end points of the course, respectfully. PHP 1 is worth 10 points whereas PHP 2 and 3 are each worth 5 points. These points will be factored directly into the overall grade. The plan will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.</p>	<b>20 points</b>

**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.

**Class Schedule**

Week of ...		Health Area	Readings/Assignment Due
1	Jan 24	Mental well-being	Chapter 1 The Power of Now Start: Chapter 2 Your Psychological and Spiritual Well-Being

2	Jan 31	Mental well-being	Finish: Chapter 2 Your Psychological and Spiritual Well-Being Chapter 3 Care of Your Mind <i>Short essay quiz 1</i> due Feb 6 end of day covers ch 1
3	Feb 7	Mental well-being, Social well-being	Chapter 4 Personal Stress Management Start: Chapter 5 Social Health <i>Short essay quiz 2</i> due Feb 13 end of day covers chs 3 & 4
4	Feb 14	Nutrition/weight management	Finish: Chapter 5 Social Health Chapter 6 Personal Nutrition <i>Short essay quiz 3</i> due Feb 20 end of day covers ch 5
5	Feb 21	Nutrition/weight management	Chapter 7 Managing Your Weight <b>Test 1 due Feb 27 end of day (covers chs 1-7)</b> <b>Personal Health Plan (PHP) Part 1 due Feb 27 end of day</b>
6	Feb 28	Fitness, Family/Social well-being	Chapter 8 The Joy of Fitness <i>Short essay quiz 4</i> due Mar 6 end of day covers ch 7
7	Mar 7	Finish: Sexual Behaviors; Sexual Orientation	Finish Chapter 9 Personal Sexuality Chapter 10 Reproductive Choices <i>Short essay quiz 5</i> due Mar 20 end of day covers ch 8 & 9
	Mar 13-19	Spring Break	
8	Mar 21	Infectious disease control; Substance abuse prevention	Chapter 11 Lower Risk of STIs Start Chapter 12 Addictions <i>Short essay quiz 6</i> due Mar 27 end of day covers ch 11
9	Mar 28	Substance abuse prevention	Finish Chapter 12 Avoiding Addiction Chapters 13 & 14 Alcohol and Tobacco <b>Test 2 due Apr 3 end of day covers chs 8-14</b> <b>Personal Health Plan (PHP) Part 2 due Apr 3 end of day</b>
10	Apr 4	Chronic disease prevention and control, Infectious disease prevention and control	Chapter 15 Major Diseases <i>Short essay 7 quiz</i> due Apr 10 end of day covers ch 14
11	Apr 11	Infectious disease prevention and control, Health care consumerism	Chapter 16 Infectious Illnesses Start Chapter 17 Consumer Health <i>Short essay quiz 8</i> due Apr 17 end of day covers ch 15

12	Apr 18	Health care consumerism; Safety	Finish Chapter 17 Consumer Health Start : Chapter 18 Personal Safety <i>Short essay quiz 9</i> due Apr 24 end of day covers ch 16
13	Apr 25	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 Healthier Environment <i>Essay quiz 10</i> due May 1 end of day covers ch 17 <b>Personal Health Plan (PHP) Part 3 due May 1 end of day</b>
14	May 2	Growth and development	Chapter 20 Lifetime of Health <b>Test 3 due May 8 end of day covers chs 15-20</b>

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20> Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy

lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>**

**ABOUT INSTRUCTOR PAUL AGNER:** I have both my undergraduate and master’s degree from George Mason University. I live in Burke Virginia with my wife and daughter. I teach Health & Physical Education and Teachers for Tomorrow at Lake Braddock Secondary school. I am a department chair for the Physical Education department and I am a two time teacher of the year nominee. Being an educator is the greatest job in the world. I never have to go to work – because I get to go to school!

Email is the best way to make contact with me. I check my email often and will respond within 24 hours.

**Assessment Rubrics**

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

Name	Short essay quiz				
Description	Points can be deducted for composing less than five (5) complete sentences, making spelling/grammar errors, or writing in list/outline format.				
Rubric Detail					
	<b>Levels of Achievement</b>				
<b>Criteria</b>	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Answered question correctly and adequately (consistent with but NOT quoting the textbook)	0 Points	1 Points	2 Points	2.5 Points	3 Points

Name Personal Health Plan Part 1 (10 points)

Description Points are be deducted if you do not respond to guidelines 1-8 in 3-4 complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 1 along with your printed contract to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	Needs improvement	Competent	Highly competent
1) Went to Leading Causes of Death website; examined, compared and contrasted three sets of data; recognized leading death causes; and reported findings	0 Points	0 Points	0.5 Points	1 Points
2) Selected disease, illness or injury; read related textbook chapter; and explained risky factors	0 Points	0 Points	0.5 Points	1 Points
3) Identified and examined healthy behavior and referred to relevant textbook reading	0 Points	0 Points	0.5 Points	1 Points
4) Described P-E-R factors' contribution to healthy behavior	0 Points	0 Points	0.5 Points	1 Points
5) Explained/stated current stage of change and appropriate change process(es)	0 Points	0 Points	0.5 Points	1 Points
6) Selected three strategies for change (2 from text)	0 Points	0 Points	0.5 Points	1 Points
7) Described resources to be used during plan	0 Points	0 Points	0.5 Points	1 Points
8) Described assessment data to be collected and placed in an Excel spreadsheet	0 Points	0 Points	0.5 Points	1 Points
Included the contract in PHP Part 1 report; presented report and printed contract in class	0.5 Points	1 Points	1.5 Points	2 Points

Name Personal Health Plan Part 2 (5 points)

Description Points are be deducted if you do not respond to each of guidelines in 1-3 in complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 2 along with your printed Excel chart/graph to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	Needs improvement	Competent	Highly competent
1) Restated selected wellness area and targeted health behavior	0 Points	0 Points	0.5 Points	1 Points
2) Reported/explained midpoint progress	0 Points	0 Points	0.5 Points	1 Points
3) Explained if necessary to modify strategies for change	0 Points	0 Points	0.5 Points	1 Points
Included an Excel chart/graph (not table) depicting results to date in PHP Part 2 report; presented report and printed chart/graph in class	0.5 Points	1 Points	1.5 Points	2 Points

Name Personal Health Plan Part 3 (5 points)

Description Points are be deducted if you do not respond to guidelines 1-3 in 3-4 complete sentences (correct grammar and spelling). While composing your response to each guideline do not use outline or list format. You must be in class to present PHP Part 3 along with your printed Excel chart/graph to peers. Late submission: -1 point is deducted for each day late

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	Needs improvement	Competent	Highly competent
1) Restated the selected health behavior to develop	0 Points	0.5 Points	0.5 Points	1 Points
2) Explained the effectiveness of change strategies	0 Points	0.5 Points	0.5 Points	1 Points
3) Provided advice to someone who wishes to undertake a similar health behavior development	1 Points	0.5 Points	0.5 Points	1 Points
Included an Excel chart/graph (not table) depicting results to date in PHP Part 3 report; presented report and printed chart/graph in class	0.5 Points	1 Points	1.5 Points	2 Points