

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

**HEAL 230 001/P01 Intro to Health Behavior**  
**3 credit hours, Spring 2017**  
**Tues. 4:30-7:10p Robinson B 102**

**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's Mason Core website, <http://provost.gmu.edu/general-education/>

**Course Delivery Method**

This course will be delivered using a lecture format with class discussion and activities.

**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.

### Required Texts

Brannon, L., & Feist, J. (2014). 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

Students are expected to complete tests and submit all assignments on time through Blackboard.

Tests and Assignments	Possible Points
<u>Tests</u> Test 1 (covers chapters 1-5/6) Test 2 (covers chapters 7-11) Test 3 (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. Each test 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.	<b>60 points</b>
<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 0-4 points with a total of 40 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.	<b>40 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

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

	WEEK	TOPIC	READINGS/ASSIGNMENT DUE
1	Jan 24	Introduction	Chapter 1 Introduction
2	Jan 31	Health behavior research	Chapter 2 Conducting Health Research Short Essay Quiz 1 due Feb 6 end of day (covers chs 1 & 2)
3	Feb 7	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care Short Essay Quiz 2 due Feb 13 end of day (covers ch 3)
4	Feb 14	Adhering to health advice and care	Chapter 4 Adhering to Medical Advice Short Essay Quiz 3 due Feb 20 end of day (covers ch 4)
5	Feb 21	Managing stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease  <b>Test 1 due Feb 27 end of day covers chs 1-6</b>
6	Feb 28	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches Short Essay Quiz 4 due Mar 6 end of day (covers chs 7 & 8)
7	Mar 7	Behavioral factors in cardiovascular disease	Chapter 9 Behavioral Factors in Cardiovascular Disease Short Essay Quiz 5 due Mar 20 end of day (covers ch 9)
	Mar 13-19	Spring break	
8	Mar 21	Behavioral factors in cancer	Chapter 10 Behavioral Factors in Cancer Short Essay Quiz 6 due Mar 27 end of day (covers ch 10)
9	Mar 28	Living with chronic illness and disease	Chapter 11 Living with Chronic Illness  <b>Test 2 due Apr 3 end of day covers chs 7-11</b>
10	Apr 4	Not smoking	Chapter 12 Smoking Tobacco Short Essay Quiz 7 due Apr 10 end of day (covers ch 12)
11	Apr 11	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs Short Essay Quiz 8 due Apr 17 end of day (covers ch 13)
12	Apr 18	Healthy eating and managing weight	Chapter 14 Eating and Weight Short Essay Quiz 9 due Apr 25 end of day (covers ch 14)
13	Apr 25	Exercising	Chapter 15 Exercising Short Essay Quiz 10 due May 1 end of day (covers ch 15)
14	May 2	The Future	Chapter 16 Future Challenges  <b>Test 3 due May 8 end of day covers chs 12-16</b>

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

## 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/>.**

# 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	2 Points	2.5 Points	3.5 Points	4 Points

Name Test 1 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