

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

HEAL 110 001 – Personal Health  
3 Credits, Fall 2017  
Wednesday 4:30-7:10 pm. RAC 2203 Fairfax Campus

**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 using a hybrid. Lecture and online (2- classes online) format.

**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.
3. Identify ways they can improve their personal health;
4. Investigate the basic principles of the functioning of the human body as they relate to a person's health behavior, choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

**Required Texts**

Hales, D. (2015). *An invitation to health: Live it now!* (17<sup>th</sup> ed.). Stamford, CT: Cengage Learning

Additional readings will be posted on Blackboard throughout the semester.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor either by email or a paper copy.

This course will be graded on a point system, with a total of 200 possible points.

<b>Requirements</b>	<b>Point Value</b>
#1 Midterm- Multiple choice (45 questions) exam taken on Blackboard	45
#2 Final Exam - Multiple choice (45 questions) exam taken on Blackboard	45
<i>Written Assignments (3 total at up to 15 points each)</i>	45
<i>Class exit reflections (10 at 2 points each)</i>	20
<i>Behavior Change Project (3 parts up to 15 points each)</i>	45
TOTAL	200

### **Exams:**

The midterm and final exam for this course will be taken on Blackboard. On the day of the midterm and final exam, students will not come to class. Students must log on during the specified time frame to complete the exam. Exams are not cumulative in nature. Upon submission, students will be immediately provided with their score.

### **Assignments:**

There will be 3 assignments due in the course. The assignments will be accepted in writing, presentation, video, or any other form.

1. Analyzing food intake for a 72 hour period and comparing it to the MyPlate recommendations
2. Developing a family medical tree
3. Response to information provided by specific websites related to environmental health.

The assignments will require students to write their responses to questions provided and then bring their responses to class to share in small and large group discussions. *Details and grading rubrics for each assignment will be provided on Blackboard at least 2 weeks before the assignment deadline.* [Full citations in format required for all assignments in course (e.g., APA, AMA, Chicago, and MLA)]

### **In class reflection and attendance:**

This class will include regular class discussions and interactive learning activities. Student participation and attendance is critical and expected. Throughout the course there will be at least 10 opportunities for written reflection on each class. These reflections may occur in the middle of the class or at the end of class. Students who are not present when the reflection is offered will not receive the point. **\*Exceptions** will only *be considered* for requests received in advance by the instructor.

### **Behavior Change Project:**

Students must select some aspect of their health behavior which they wish to improve, and then design a self-change project that they will implement throughout the semester.

[Full citations in format required for all assignments in course (e.g., APA, AMA, Chicago, and MLA)]

In the past the following topics were explored by students in class:

- I want to stop smoking
- I want to smoke less
- I want to seek help because I am in an unhealthy relationship
- I want to drink more water
- I want to stop biting my nails
- I want self confidence
- I want to practice yoga

There will be 3 parts to the project.

Part 1 will be an opportunity to consider what your behavior change will be. Students must submit the following information in a 3-4 page paper.

(1) Identify a behavior that you would like to consider changing

(2) Explain how you made this choice.

**Important Note:** *If you choose to engage in physical activities (such as exercising or walking) you MUST indicate that you have a doctor's approval to engage in physical activities. In addition, any substantive nutritional changes should be with a consultation of a nutritionist or other health care provider. The point is NOT to engage in behaviors that will jeopardize your health. Causing harm to yourself in the course of this project will result in an "F" (I.e. eating one meal a day to lose weight). If you have questions, please ASK!!!*

(3) Explain when, where and why you think your current behavior (that you want to change) occurs. Be specific!

(4) List and explain resources in your community that can help you in changing your behavior. Explain if you will or will not use this resource.

(5) Indicate at least ONE person/group you are using as a support system and what they are doing to help you accomplish your goal.

(6) Create a timeline of goals. You must have at least 3 goals on how you will accomplish your main behavior change. For instance if I want to stop drinking Pepsi one goal may be to reduce my Pepsi intake by half in week one and by  $\frac{3}{4}$  of all drinks by week two and no Pepsi by week three.

(7) Develop a reward system for yourself. Note: feeling really good is NOT enough!!! An example of this may be a back massage for every pound lost by your partner. Another example may be that for every day that I am saying positive things to my children I will reward myself with 10 extra minutes of sleep each morning.

(8) Describe how you will log your progress over the 30 days. (Ex. I will use a calendar and add a sticker for meeting my goal of drinking water for each day.

(9) How will you define success in your project?

(10) What will you do if you run into challenges accomplishing your goals?

Part 2 will include 5 questions about the progress being made in your project. Each response should be at least 150 words long.

(1) How would you describe your progress in working towards your goal? Cite examples from your log.

(2) What challenges have you had in the course of the project so far? How have you worked through them? If you have not had any challenges- what has helped you?

(3) Have you used your support system, reward system or local resource? Why or why not?

(4) Have your goals changed so far? Why or why not? If so, what did they change to?

(5) What has this experience taught you so far?

- Part 3 will include 4 final questions about the project. Each response should be at least 150 words long.
- (1) Review if the change was successful. Why or why not?
  - (2) Provide your visual tracking tool that was used in the project.
  - (3) Explain if there will be any future changes in your health as a result from this project
  - (4) Identify one thing you learned about yourself as a result of this project
  - (5) Identify one thing you learned in the project that was covered in class.

**Optional Bonus Points:**

Students may each receive up to 5 additional points for submitting a public service announcement (PSA) that is no more than 2 minutes in length. Students may choose any health topic covered in class, and design the PSA in a creative way. The content of the PSA must be accurate and sources must be identified. The textbook must be used as a source. PSAs must be submitted as a video on a CD or a web link. Students are encouraged to use props, costumes, etc. to make the PSA as interesting as possible. The PSA must include:

- An original, well-written health education message
- At least two sources (one being the textbook) providing at least 5 facts to consumers

Videos will be due on Nov 30 and will be shared with the entire class on April 28. Students in the class will be asked to provide their feedback on the PSA. This feedback will be used by the Instructor in determining the final number of points that will be received.

**Grading Scale Points**

187 pts. or above	A	158 – 155 pts.	C+
186 – 179 pts.	A-	154 – 147 pts.	C
178 – 175 pts.	B+	146 – 139 pts.	C-
174 – 167 pts.	B	138 – 135 pts.	D+
166 – 159 pts.	B-	134 – 127 pts.	D
		126 pts. and below	F

GMU 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.

- Please be on time to class. If a student needs to come in late- please do so quietly as to not disrupt others. It is expected that students attend all classes. Failure to attend will result in missed points that will result in a lower course grade. **Requests** for exceptions must be submitted in writing to the Instructor prior to missing class.
- This class has a **REQUIRED** Blackboard component. It is important that students check Blackboard for important announcements, assignments and to access the midterm and final exam.
- Weather related announcements for class will be posted on the Blackboard page and communicated through Blackboard as well as by the Mason administration.

- Be an active participant- listen, ask questions, and share ideas. Active participation that will help to make this class more valuable. Sleeping in class is not a form of participation and students will be asked to leave.
- Please create a safe environment for people to openly communicate.
- Respect that each person is entitled to their own belief system.
- Complete all assignments on time. All written assignments are due at the beginning of class. Work must be submitted through Blackboard or turned in at the start of class as a hard copy. Late assignments will be accepted with .5 points deducted for each day the assignment is late. If a student misses class on a day when an assignment is due please note that the assignment MUST be received by the Instructor through Blackboard prior to the start of class or late points will be deducted. No exceptions will be made to this policy as all assignments will be provided at least 2 weeks prior to their due date.
- Type, spell check and proofread all papers. All papers must be typed with a font size of 12 points and a margin of 1 inch. All work must be double-spaced. Papers that are not in this format will receive a deduction in points. Grading rubrics for each assignment will be posted on Blackboard.
- All work in this class must be your own. Use appropriate citation in work that is referenced.
- Students may bring food and drink items to class, but please take all personal trash at the end of the class and dispose of properly.
- Cell phones must be muted or turned off during class. Please do not answer any calls in class or send/read any text messages. Video recording or taking pictures of any lecture is only allowed with the approval of the Instructor. Audio recording of lectures is allowed.
- Due to feedback from previous classes laptops should not be used in this class. Students have used laptops in the past for checking emails, surfing the internet and working on other work while class was in session and this is very disruptive to others. The nature of this class is not conducive to using laptops because the class consists of small and large group discussions on a regular basis. If a student feels as though they need an exception made for them to succeed in the class then they should speak to the instructor personally.

## Class Schedule

TOPIC			READINGS/ASSIGNMENT DUE
Aug	30	Introductions, Review of the Syllabus Chapter 1: The Power of Now	<b>Chapter 1</b>
Sept	6	Chapter 2: Your Psychological and Spiritual Well-Being Chapter 3: Caring for Your Mind	<b>Chapters 2 and 3</b>
Sept	13	Chapter 4: Personal Stress Management Chapter 6: Personal Nutrition	<b>Chapters 4 and 6</b>
Sept	20	Chapter 7: Managing Your Weight Chapter 8: The Joy of Fitness	<b>Chapters 7 and 8 Assignment # 1 due</b>

TOPIC			READINGS/ASSIGNMENT DUE
Sept	27	Chapter 5: Your Social Health	<b>Chapter 5 Behavior Change Part # 1 due</b>
Oct	4	Chapter 9: Personal Sexuality Chapter 10: Reproductive Choices	<b>Chapters 9 and 10</b>
Oct	11	<i>Midterm Exam</i>	<b>Chapter 11 Exam via Blackboard</b>
Oct	18	Chapter 11: Lowering Your Risk of Sexually Transmitted Infections	<b>Chapter 11</b>
Oct	25	Chapter 12: Addictions	<b>Chapter 12 Behavior Change Part # 2 due</b>
Nov	1	Chapter 13: Alcohol Chapter 14: Tobacco	<b>Chapters 13 and 14</b>
Nov	8	Chapter 15: Major Diseases	<b>Chapter 15 Assignment # 2 due</b>
Nov	15	Chapter 16: Infectious Illnesses	<b>Chapter 16</b>
Nov	29	Chapter 17: Consumer Health Chapter 18: Personal Safety	<b>Chapters 17 and 18 Optional Bonus Videos Due Behavior Change Project # 3 Due</b>
Dec	6	Chapter 19: A Healthier Environment Chapter 20: A Lifetime of Health Review Bonus Videos Course evaluations	<b>Chapters 19 and 20 Assignment # 3 due</b>
Dec	13	<i>Final Exam</i>	<b>Exam via Blackboard</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 [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20> Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center staff provides a variety of resources<sup>[SEP]</sup> 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 Rubrics

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	

Criteria	Levels of Achievement				
	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

Name	Class exit reflections (10 at 2 points each)
Description	This class will include regular class discussions and interactive learning activities. Student participation and attendance is critical and expected. Throughout the course there will be at least 10 opportunities for written reflection on each class. These reflections may occur in the middle of the class or at the end of class. Students who are not present when the reflection is offered will not receive the point. *Exceptions will only be considered for requests received in advance by the instructor.

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Formatting Weight 33.00%	0 %	50 %	100 %
Organization Weight 34.00%	0 %	50 %	100 %
Attendance Weight 33.00%	0 % More than 3 missed classes.	50 % 1 or 2 missed classes	100 % No missed class periods

**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. 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.