

George Mason University
College of Education and Human Development
HEAL

HEAL 110 – DL5 Personal Health
3 Credits, Fall 2017
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

The focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

Course Delivery Method

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, August 28 at 8 a.m..

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 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/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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

By the end of the course the students will be able to:

1. Recognize specific aspects and determinants of personal health;
2. Demonstrate knowledge in ten basic health areas:

a. Mental/emotional well-being;	f. Infectious/chronic disease control and prevention;
b. Fitness;	g. Consumerism and health care utilization;
c. Nutrition/weight management;	h. Safety;
d. Family/social wellness;	i. Human growth and development; and
e. Alcohol, tobacco and other substance abuse prevention;	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.

Professional Standards

Not Applicable

Required Texts

Hales, D. (2011). *An Invitation to Health (17th edition)*. Belmont, CA: Wadsworth Cengage Learning

Course Performance Evaluation

Students are expected to submit all assignments on time using Blackboard.

- **Assignments and/or Examinations**
 - **Personal Health Paper** - A 3 page paper will be due on November 10th. Each student will select a health behavior change and write about the behavior, desired outcome, the process in making the change and challenges making the behavior change. The health behavior should be specific to the student; it can be a health behavior they have undertaken in the last year or one they are currently going through.
 - **Weekly Assignments** – Each week, students will submit a one page paper in reaction to the question posted on Blackboard. Questions will be posted on Blackboard every Monday morning and the deadline for submission is Sunday of that same week at 11:59:59 p.m.
 - **Other Requirements**
Additional readings, videos will be posted on Blackboard during the semester. When a new reading or video is posted, a Blackboard announcement will be sent as a notification and will outline the assignment.
- **Course Performance Evaluation Weighting**
 - Midterm Exam: 25 points
 - Final Exam: 25 points
 - Personal Health Paper: 20 points
 - Weekly Journal and additional assignments: 30 points

- **Grading**
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	Topic	Reading/Assignment
Week of August 28	Introduction to Personal Health 110, Chapter 1 The Power of Now.	Chapter 1
Week of September 4	Assignment – What does “Being Healthy” mean to you and to others? <i>More information will be sent through Blackboard</i>	“Being Healthy” Assignment
Week of September 11	Chapter 2 Psychological and Spiritual Well-Being Chapter 3 Caring for Your Mind	Chapter 2 Chapter 3
Week of September 18	Chapter 4 Personal Stress Management Chapter 5 Social Health	Chapter 4 Chapter 5
Week of September 25	Chapter 6 Personal Nutrition Chapter 7 Managing Your Weight	Chapter 6 Chapter 7
Week of October 2	Chapter 8 The Joy of Fitness	Chapter 8
Week of October 9	Midterm Exam	
Week of October 16	Chapter 9 Sexual Health Chapter 10 Reproductive Choices	Chapter 9 Chapter 10
Week of October 23	Chapter 11 Lowering Your Risk of Sexually Transmitted Infections Chapter 12 Avoiding Addictive Substances	Chapter 11 Chapter 12
Week of October 30	Chapter 13 Alcohol Chapter 14 Tobacco	Chapter 13 Chapter 14
Week of November 6	Chapter 15 Preventing Major Disease Chapter 16 Infectious Illness	Chapter 15 Chapter 16 Personal Health Paper Due
Week of November 13	Chapter 17 Consumer Health Chapter 18 Personal Safety	Chapter 17 Chapter 18
Week of November 20	No Assigned reading	Separate assignment posted on Blackboard

Week of November 27	Chapter 19 A Healthier Environment Chapter 20 A Lifetime of Health	Chapter 19 Chapter 20
Week of December 4	Reflection & Review	
December 13 & 14	Final Exam	

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 Mason 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center 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/>.