

George Mason University
College of Education and Human Development
HEAL

HEAL DL1 Intro to Health Behavior
3 credit hours, Spring 2018
Distance Learning

Faculty

Name: Rich Miller, Ed.D.

Office hours: Tues. and Thurs. 8:30-10:30a

Office location: RAC 2107

Office phone: 703-993-2066 **cell:** 571-366-0700

Email address: emiller@gmu.edu

PREREQUISITES/COREQUISITES: (None)

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 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/

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 time 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.

COURSE OBJECTIVES:

At the completion of this course students should be able to:

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.

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>

REQUIRED READINGS:

Brannon, L., & Feist, J. (2017). Health psychology: An introduction to behavior and health (9th ed.). Belmont, CA: Wadsworth/Cengage Learning.
 ISBN: 9781337094641.
 Additional course material at Blackboard.

EVALUATION:

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Possible Points
<p><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.</p>	<p>50 points</p>

<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	

TENTATIVE COURSE 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 22-28	Introduction	Chapter 1 Introduction
2	Jan 29-Feb 4	Health behavior research	Chapter 2 Conducting Health Research Short essay quiz 1 (based on chs 1 & 2) due Feb 4 end of day Discussion forum 1 due Feb 4 end of day
3	Feb 5-11	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care Short essay quiz 2 (based on ch 3) due Feb 11 end of day Discussion forum 2 due Feb 11 end of day
4	Feb 12-18	Adhering to health advice and care	Chapter 4 Adhering to Medical Advice Short essay quiz 3 (based on ch 4) due Feb 18 end of day Discussion forum 3 due Feb 18 end of day
5	Feb 19-25	Managing stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease Test 01 (based on chs 1-6) due Feb 25
6	Feb 26-Mar 4	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches Short essay quiz 4 (based on chs 7-8) due Oct 11 end of day Discussion forum 4 due Oct 11 end of day

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
7	Mar 5-11	Behavioral factors in cardiovascular disease	Chapter 9 Behavioral Factors in Cardiovascular Disease Short essay quiz 5 (based on ch 9) due Mar 11 end of day Discussion forum 5 due Mar 11 end of day
	Mar 12-18	Mid-semester break	
8	Mar 19-25	Behavioral factors in cancer	Chapter 10 Behavioral Factors in Cancer Short essay quiz 6 (based on ch 10) due Mar 25 end of day Discussion forum 6 due Mar 25 end of day
9	Mar 26-Apr 1	Living with chronic illness and disease	Chapter 11 Living with Chronic Illness Test 2 (based on chs 7-11) due Apr 1 end of day
10	Apr 2-8	Not smoking	Chapter 12 Smoking Tobacco Short essay quiz 7 (based on ch 12) due Apr 8 end of day (Discussion forum 7 due Apr 8 end of day)
11	Apr 9-15	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs Short essay quiz 8 (based on ch 13) due Apr 15 end of day Discussion forum 8 due Apr 15 end of day
12	Apr 16-22	Healthy eating and managing weight	Chapter 14 Eating and Weight Short essay quiz 9 (based on ch 14) due Apr 22 end of day Discussion forum 9 due Apr 22 end of day
13	Apr 23-29	Exercising	Chapter 15 Exercising Essay quiz 10 (covers ch 15) due Apr 29 end of day Discussion forum 10 due Apr 29 end of day
14	Apr 30-May 6	The Future	Chapter 16 Future Challenges
	May 7-13		Test 3 (based on chs 12-16) due May 13 end of day

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

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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