

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

**HEAL 230 001/P01 Intro to Health Behavior
3 credit hours, Spring 2018
Tues. 4:30-7:10p Robinson A248**

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. (2017). Health psychology: An introduction to behavior and health (9th ed.). Belmont, CA: Wadsworth/Cengage Learning.
ISBN: 9781337094641.

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. 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.	60 points
<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.	40 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	

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 23	Introduction Chapter 1 Introduction
2	Jan 30	Health behavior research Chapter 2 Conducting Health Research Short Essay Quiz 1 due Feb 5 end of day (covers chs 1 & 2)
3	Feb 6	Health (help) seeking Chapter 3 Seeking and Receiving Health Care Short Essay Quiz 2 due Feb 12 end of day (covers ch 3)
4	Feb 13	Adhering to health advice and care Chapter 4 Adhering to Medical Advice Short Essay Quiz 3 due Feb 19 end of day (covers ch 4)
5	Feb 20	Managing stress Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease Test 1 due Feb 26 end of day covers chs 1-6
6	Feb 27	Managing pain Alternative health behavior Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches Short Essay Quiz 4 due Mar 5 end of day (covers chs 7 & 8)
7	Mar 6	Behavioral factors in cardiovascular disease Chapter 9 Behavioral Factors in Cardiovascular Disease Short Essay Quiz 5 due Mar 19 end of day (covers ch 9)
	Mar 12-18	Spring break
8	Mar 20	Behavioral factors in cancer Chapter 10 Behavioral Factors in Cancer Short Essay Quiz 6 due Mar 26 end of day (covers ch 10)
9	Mar 27	Living with chronic illness and disease Chapter 11 Living with Chronic Illness Test 2 due Apr 2 end of day covers chs 7-11
10	Apr 3	Not smoking Chapter 12 Smoking Tobacco Short Essay Quiz 7 due Apr 9 end of day (covers ch 12)
11	Apr 10	Using alcohol and drugs Chapter 13 Using Alcohol and Other Drugs Short Essay Quiz 8 due Apr 16 end of day (covers ch 13)
12	Apr 17	Healthy eating and managing weight Chapter 14 Eating and Weight Short Essay Quiz 9 due Apr 23 end of day (covers ch 14)
13	Apr 24	Exercising Chapter 15 Exercising Short Essay Quiz 10 due Apr 30 end of day (covers ch 15)

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
14	May 1	The Future	Chapter 16 Future Challenges Test 3 due May 7 end of day covers chs 12-16

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 <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/> .