

**George Mason University**  
**College of Education and Human Development**  
Health (HEAL)

HEAL 110 (DL2) - Personal Health  
3 Credits, Fall2018  
Online Education

**Faculty**

Name: Dr. Kelly Morgan  
Office hours: By Appointment  
Office location: Nguyen Engineering Building, 4902  
Office phone: 703-585-3373 (texts welcome)  
Email address: [kvanders@gmu.edu](mailto:kvanders@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

This course 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 21<sup>st</sup> 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.

**Delivery Method**

This course will be delivered online (76% or more) using an 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 **August 24**.

**Under no circumstances, may 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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Mondays and finish on Sundays at 11:59pm**. Our course week will begin on **8/27**, as indicated on the Schedule of Classes.
- **Log-in Frequency:** You must actively check the course Blackboard site and your GMU email for communications from me, class discussions, and access to course materials at least 3 times per week. I will post announcements weekly on Blackboard.
- **Participation:** You are expected to actively engage in all course activities throughout the semester, which includes viewing of all course materials, completing course activities, quizzes, exams, and assignments, and participating in discussions and group interactions.
- **Technical Competence:** You are expected to demonstrate competence in the use of all course technology. If you are struggling with technical components of the course, you are expected to seek assistance from me or University technical services.
- **Technical Issues:** You should anticipate some technical difficulties during the semester and should, therefore, budget your time accordingly. **Late work will not be accepted based on individual technical issues.**
- **Workload:** Please be aware that **this course is not self-paced**. There are *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. **\*\*\*No late work will be accepted, no exceptions. It is your responsibility to keep up in this course and to use the syllabus provided.**
- **Instructor Support:** You may schedule a one-on-one meeting to discuss course requirements, content, or other content or course-related issues. If you are unable to come to the Fairfax campus, we can meet by phone. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times. I am always willing to advise you on other academic or health topics as well.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. You must always re-read

your 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 your 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;
  - 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.

### **Professional Standards**

Not Applicable

### **Required Texts**

Hales, D. (2016). *An Invitation to Health: The Power of Now (18<sup>th</sup> edition)*. Belmont, CA: Wadsworth Cengage Learning. (ISBN 9781337392891)

**\*\*\*GET THIS EDITION, AS IT DIFFERS GREATLY FROM PAST EDITIONS**

Articles and websites – found under Readings folder

### **Course Performance Evaluation**

Students are expected to submit all assignment on time through Blackboard.

This course will be graded on a point system, with a total of 641 possible points.

- Chapter/Readings Quizzes—120 points total (10 points each)
- Discussion Board Posts—71 points total (10 points each, 1 point for Introductions)
- Assignments—100 points total (25 points each)
- Health Change Plan (HCP) parts 1-5 —200 points total (40 points per part)
- Exam 1—50 points
- Exam 2—50 points

- Exam 3—50 points

### **Assignments and Examinations**

- Chapter Quizzes - The quizzes are designed to assist you in mastering the concepts in the readings and slides. These quizzes are due weekly, and they are open-book. Quizzes may only be taken once each, but they are not timed. This is a Performance-Based Assessment
- Discussion Board Posts - Over the semester, you will have assigned topics for you to post your response on the discussion board as well as comments and questions to your classmates' responses. The topics will be listed on the discussion board. The discussions will be graded based on your knowledge and understanding of the readings and your ability to relate the concepts to everyday experiences. Grading criteria and additional due dates (when applicable) will be listed on the discussion board. This is a Performance-Based Assessment
- Assignments - You will have multiple assignments that will further your thinking about and application of the topics. The assignments will be listed on the assignment submission links. The grading criteria for each assignment will be included in both locations. This is a Performance-Based Assessment
- Health Change Plan - The Health Change Plan assignment is your major project for the term. Many of the past students in this class have made big, exciting health changes through this project, so get excited about something you've wanted to do! The Health Change Plan is broken into **5** parts:
  - You will complete a health assessment to determine areas where change is most needed and desired and you will select your goal(s)
  - You will provide a progress report on your changes including any difficulties or needs for assistance or other resources
  - You will continue to execute your plan and for this assignment, you will report on your progress at this midway point
  - You will provide a second progress report on your changes, again including any challenges (current or ones you've overcome) and needs for help or resources
  - You will give a final report on your success and brag about your hard work and accomplishments
  - Further assignment details can be found on Blackboard under Assignments. This is a Performance-Based Assessment
- Exams - **Your exams are only on your Hales textbook chapter readings.** Each exam is open-book and will consist of 50 multiple-choice questions **that only cover the period since the last exam.** Exams may only be taken once each and they are timed.

### **Other Requirements - N/A**

**Grading** - Your grades will be listed in the Grade Center on Blackboard. Often, when I grade your assignments, I will include comments that you can find in the Grade Center as well. Your current letter grade will always be available to you.

Course performance evaluation by percentage

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**

See <https://cehd.gmu.edu/students/policies-procedures/>

**Class Schedule**

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

WEEK	TOPICS	THINGS THAT ARE DUE
1 (8/27-9/2)	An Invitation to Health	<p><i>FYI: Exam 1 and all quizzes open</i>  <b>Due Sunday, 9/2 at 11:59pm:</b>                      Reading:</p> <ul style="list-style-type: none"> <li>• The syllabus on the Syllabus and Documents tab - you will be held to the expectations on the syllabus</li> <li>• Chapter 1</li> <li>• Chapter 1 slides (PowerPoints folder)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Discussion – Introductions (Discussion Board folder)</li> </ul>

WEEK	TOPICS	THINGS THAT ARE DUE
2 (9/3-9/9)	Psychological and Spiritual Well-Being	<p><b>Due Sunday, 9/9 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Chapter 2 slides</li> <li>• Seligman <i>Positive Psychology</i> (Readings folder)</li> <li>• Peterson, <i>What is Positive Psychology</i> (Readings folder)</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• <i>How to be Happy! Positive Psychology in Action</i> (Videos folder)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 2 Quiz</li> <li>• Discussion - Health Behavior</li> </ul>
3 (9/10-9/16)	Mental Health	<p><b>Due Sunday, 9/16 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 3 slides</li> <li>• Suttie, <i>My Trouble with Mindfulness</i></li> <li>• Video - <i>23 and ½ Hours</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 3 Quiz</li> <li>• HCP Part 1 (Submit in Assignments folder)</li> </ul>

WEEK	TOPICS	THINGS THAT ARE DUE
4 (9/17-9/23)	Stress Management	<p><b>Due Sunday, 9/23 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 4 slides;</li> <li>• ASC, <i>Stress Management</i></li> <li>• Houghton, <i>Effective Stress Management</i></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Stress Management Techniques (submit in Assignments folder)</li> </ul>
5 (9/24-9/30)	Social Health	<p><b>Due Sunday, 9/30 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 8 slides</li> <li>• Broman, <i>Social Relationships and Health-Related Behavior</i></li> <li>• Video - <i>Think b4 u Post</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 5 Quiz</li> <li>• Discussion - Social Health</li> </ul>
6 (10/1-10/7)	Personal Nutrition	<p><b>Due Sunday, 10/7 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Chapter 5 slides</li> <li>• <i>My Plate on Campus Toolkit</i></li> <li>• Video - <i>Basic Nutrition</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 6 Quiz</li> <li>• Food journal</li> </ul>

WEEK	TOPICS	THINGS THAT ARE DUE
7 (10/8-10/14)	Weight Management	<p><b>Due Sunday, 10/14 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 6 slides</li> <li>• Mayo Clinic, <i>Weight Loss Basics</i></li> <li>• NIH, <i>Weight Loss and Nutrition Myths</i></li> <li>• Video - <i>Nutrition and Weight Management</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 7 Quiz</li> <li>• Exam 1 (Exams folder)</li> <li>• HCP Part 2 – Progress</li> </ul>
8 (10/15-10/21)	Physical Activity and Fitness	<p><i>FYI: Exam 2 opens</i></p> <p><b>Due Sunday, 10/21 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapter 7 slides</li> <li>• <i>Physical Activity Guidelines for Americans</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 8 Quiz</li> </ul> <p>Discussion - Lifetime Activities</p>
9 (10/22-10/28)	Sexual Health Reproductive Options	<p><b>Due Sunday, 10/28 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• Chapters 9 &amp; 10 slides</li> <li>• <i>Protecting Your Fertility</i></li> <li>• <i>An Overview on Healthy Sexuality and Sexual Violence Prevention</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 9 Quiz</li> <li>• HCP Part 3 - Midpoint</li> </ul>



WEEK	TOPICS	THINGS THAT ARE DUE
10 (10/29-11/4)	Sexually Transmitted Infections Addictive Behaviors and Drugs	<p><b>Due Sunday, 11/4 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapters 11</li> <li>• Chapter 15</li> <li>• Chapters 11 and 15 slides</li> <li>• <i>Understanding Different Forms of Addiction</i></li> <li>• Video - <i>STIs: Facts and Fiction</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 10 Quiz</li> <li>• Discussion - HCP 3 - Midpoint</li> </ul>
11 (11/5-11/11)	Alcohol Tobacco	<p><b>Due Sunday, 11/11 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Chapter 17</li> <li>• Chapters 16 &amp; 17 slides</li> <li>• <i>Alcohol's Effects on the Body</i></li> <li>• Video - <i>Tobacco: Risks, Laws &amp; Habits</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 11 Quiz</li> <li>• Exam 2</li> </ul>
12 (11/12-11/18)	Major Diseases Infectious Illnesses	<p><i>FYI: Exam 3 opens</i></p> <p><b>Due Sunday, 11/18 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Chapter 13</li> <li>• Chapters 12 &amp; 13 slides</li> <li>• Mayo Clinic, <i>Infectious Diseases</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 12 Quiz</li> <li>• Major Disease</li> </ul>
(11/19-11/25)	Thanksgiving Break	Have fun with your family!

WEEK	TOPICS	THINGS THAT ARE DUE
13 (11/26-12/2)	Consumer Health Personal Safety	<p><b>Due Sunday, 12/2 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Chapter 18</li> <li>• Chapters 14 &amp; 18</li> <li>• <i>9 Great Health Articles Worth Reading Again</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 13 Quiz</li> <li>• Discussion - Consumer Health</li> <li>• HCP Part 4 – Progress</li> </ul>
14 (12/3-12/9)	A Healthier Environment A Lifetime of Health	<p><b>Due Sunday, 12/9 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 19</li> <li>• Chapter 20</li> <li>• Chapter 19 &amp; 20 slides</li> <li>• WHO, Ambient Air Quality and Health</li> <li>• WHO, Drinking Water and Health</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 14 Quiz</li> <li>• Environmental Health</li> <li>• Discussion - Apps for Lifetime Health</li> </ul>
15 (12/10-12/16)	Finals Period	<p><b>Due Sunday, 12/16 at 11:59pm:</b></p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• HCP Part 5 – Final Report</li> <li>• Exam 3</li> </ul>

### 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 silence all sound emitting devices 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 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/>.**

# Rubrics

## Discussions

### Apps for Lifetime Health

Rubric Detail			
Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Tell us the name of your favorite health app/website	<b>0 Points</b> Did not post website/app	<b>0 Points</b> N/A	<b>1 Points</b> Posted website/app
Give a brief description	<b>0 Points</b> Unsatisfactory level of response.	<b>0 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Is it free or if not, how much does it cost?	<b>0 Points</b> Did not post price	<b>0 Points</b> N/A	<b>1 Points</b> Posted price
Have you used it and if so, how?	<b>0 Points</b> Unsatisfactory level of response.	<b>0 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>3 Points</b> Complete and thoughtful response to all question elements.

### Consumer Health

Rubric Detail			
Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Chosen question to respond to Weight 100.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.

### HCP Part 3

Rubric Detail

Criteria	Levels of Achievement				
	Novice	Competent	Proficient	Other	New Column5
Posting your midpoint progress report by the due date	<b>0 Points</b> No response posted	<b>0 Points</b> Posted after due date	<b>5 Points</b> Posted by due date	<b>0 Points</b> N/A	<b>0 Points</b> N/A
Positive comments and/or questions to 4 other students	<b>0 Points</b> No responses to students	<b>1 Points</b> Responded to 1 student	<b>2 Points</b> Responded to 2 students	<b>3 Points</b> Responded to 3 students	<b>4 Points</b> Responded to 4 students
Answering ALL questions asked to you	<b>0 Points</b> Did not answer questions	<b>0.5 Points</b> Answered some questions	<b>1 Points</b> Answered ALL questions	<b>0 Points</b> N/A	<b>0 Points</b> N/A

## Lifetime Activities

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Post initial response by due date Weight 50.00%	<b>0 %</b> No response posted.	<b>0 %</b> Response posted after due date.	<b>100 %</b> Initial response posted by due date.
Responding to TWO other students Weight 50.00%	<b>0 %</b> No response to other students.	<b>50 %</b> Responded to one student.	<b>100 %</b> Responded to two students.

## Health Behavior

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Post initial response by due date Weight 50.00%	<b>0 %</b> No response posted.	<b>0 %</b> Response posted after due date.	<b>100 %</b> Initial response posted by due date.
Response to TWO other students Weight 50.00%	<b>0 %</b> No response to other students.	<b>50 %</b> Responded to one student.	<b>100 %</b> Responded to two students.

## Social Health

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Posted by due date</b> Weight 50.00%	<b>0 %</b> No response posted.	<b>0 %</b> Response posted after due date.	<b>100 %</b> Initial response posted by due date.
<b>Responding to TWO other students</b> Weight 50.00%	<b>0 %</b> No response to other students.	<b>50 %</b> Responded to one student.	<b>100 %</b> Responded to two students.

*Assignments*

Major Disease

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>• Name and define the disease.</b> Weight 20.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>• Give a brief description of the symptoms</b> Weight 20.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>• Can this disease be treated? How? Can it be cured?</b> Weight 20.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>• How can one prevent this disease?</b> Weight 40.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.

## Food Journal

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>1. Did recording your food/drink change how you ate/drank?</b> <b>Weight</b> 50.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>2. Did you notice any trends in your diet?</b> <b>Weight</b> 50.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought	<b>100 %</b> Complete and thoughtful response to all question elements.

## Environmental Health

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>• How can you reduce your exposure to this threat?</b> <b>Weight</b> 33.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>• What do you feel is the biggest environmental threat to health? Why?</b> <b>Weight</b> 34.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.
<b>• How can the environment affect your health?</b> <b>Weight</b> 33.00%	<b>0 %</b> Unsatisfactory level of response.	<b>50 %</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>100 %</b> Complete and thoughtful response to all question elements.

## Stress Management Techniques

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
1. Which relaxation techniques did you try? Weight 20.00%	0 % Unsatisfactory level of response.	50 % Mostly complete response to question. May be missing some elements or not be well thought out.	100 % Complete and thoughtful response to all question elements.
2. Which was your favorite relaxation technique? Why? Did this exercise help you to feel calmer/more relaxed? Is this relaxation method something you use or would use in your everyday life? During what situations would it be most helpful? Weight 20.00%	0 % Unsatisfactory level of response.	50 % Mostly complete response to question. May be missing some elements or not be well thought out.	100 % Complete and thoughtful response to all question elements.
3. Did you find any of the techniques to be similar? How? Weight 20.00%	0 % Unsatisfactory level of response.	50 % Mostly complete response to question. May be missing some elements or not be well thought out.	100 % Complete and thoughtful response to all question elements.
4. Which would best work for college students? Why? What stress relief resources does Mason provide for students? Weight 20.00%	0 % Unsatisfactory level of response.	50 % Mostly complete response to question. May be missing some elements or not be well thought out.	100 % Complete and thoughtful response to all question elements.
5. Are there other relaxation techniques that could be added to this activity? Weight 20.00%	0 % Unsatisfactory level of response.	50 % Mostly complete response to question. May be missing some elements or not be well thought out.	100 % Complete and thoughtful response to all question elements.

## HCP 1

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Complete the self-survey at the end of the textbook chapter that most relates to your change, and discuss the results	0 Points Unsatisfactory level of response.	2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out.	5 Points Complete and thoughtful response to all question elements.
State the healthy behavior you would like to work on this semester to improve your personal health. Include the following along with your health behavior selection	0 Points Unsatisfactory level of response.	5 Points Mostly complete response to question. May be missing some elements or not be well thought out.	10 Points Complete and thoughtful response to all question elements.
Concretely state your goal(s) for your health behavior change. You goal(s) must be "SMART" in nature	0 Points Unsatisfactory level of response.	7.5 Points Mostly complete response to question. May be missing some elements or not be well thought out.	15 Points Complete and thoughtful response to all question elements.
Determine how you will hold yourself accountable.	0 Points Unsatisfactory level of response.	2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out.	5 Points Complete and thoughtful response to all question elements.
Provide the technical elements of your health change plan	0 Points Unsatisfactory level of response.	2.5 Points Mostly complete response to question. May be missing some elements or not be well thought out.	5 Points Complete and thoughtful response to all question elements.

## HCP 2



Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Restate your goals and methods for tracking them	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Show the data you have been collecting so far	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Compare your current results with your starting point	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Describe your challenges and successes	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Describe your needs for resources, information, or support	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.

### HCP 3

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Restate your goals and methods for tracking them	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Show the data you have been collecting during the semester	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Compare your midpoint results with your starting point	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Explain what the results mean to you	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
List contributing factors to success (for you)	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.

### HCP 4

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Restate your goals and methods for tracking them	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Show the data you have been collecting so far	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Compare your current results with your starting point and your midpoint	<b>0 Points</b> Unsatisfactory level of response.	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Describe your challenges and successes	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Describe your needs for resources, information, or support	<b>0 Points</b> Unsatisfactory level of response.	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.

HCP 5

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Restate your goals and methods for tracking them	<b>0 Points</b> Unsatisfactory level of response	<b>1.25 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>2.5 Points</b> Complete and thoughtful response to all question elements.
Show the data you have been collecting during the semester	<b>0 Points</b> Unsatisfactory level of response	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Compare your end-of-semester results with your midpoint results and starting point	<b>0 Points</b> Unsatisfactory level of response	<b>2.5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>5 Points</b> Complete and thoughtful response to all question elements.
Explain what the results mean to you	<b>0 Points</b> Unsatisfactory level of response	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Highlight which strategies for change were more effective	<b>0 Points</b> Unsatisfactory level of response	<b>5 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>10 Points</b> Complete and thoughtful response to all question elements.
Provide advice for anyone who would like to undertake a health change project like the one you just completed	<b>0 Points</b> Unsatisfactory level of response	<b>1.25 Points</b> Mostly complete response to question. May be missing some elements or not be well thought out.	<b>2.5 Points</b> Complete and thoughtful response to all question elements.