

George Mason University
College of Education and Human Development
HEAL

HEAL 110 DL3, **CRN: 11732** – Personal Health
3 Credits, Spring 2019,
Distance Learning

Faculty

Name: Stephen Howes, M.S.
Office hours: Virtual – Bb Collaborate – by appointment
Office location: N/A
Program Office location. Bull Run Hall, Suite 220
10890 George Mason Circle, MSN 4E5
Manassas, VA 20110 Office phone: [703-993-2060]
Email address: showes@gmu.edu

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 online using an **asynchronous** (not “real time”) 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 21st, 12:01a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

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 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

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).
- 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: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime 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 2 times 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. **Late work is only accepted on an individual basis with professor approval.** All late work without prior notification and permission will be graded as zero.
- 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

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

Professional Standards: Not applicable

Required Texts

Hales, D. (2017). *An invitation to health* (18th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-1-337-39289-1. Additional course material at Blackboard: <https://mymasonportal.gmu.edu>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Requirements	Possible Points
<u>Tests</u> Test 01 (covers chapters 1-7) Test 02 (covers chapters 8-14) Test 03 (covers chapters 15-20) Each Blackboard online exam is composed of 50 multiple-choice questions. The tests are based on the content of the text as organized and presented in PowerPoint lectures. 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.	150 points

<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on the content of the text as organized and presented in PowerPoint lectures. Each short essay quiz will be graded 0-5 points with a total of 50 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.	50 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 5 points for a total of 50 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	50 points
<u>Behavior Change Project</u> A Behavior Change Project will be completed by each student according to guidelines posted on Blackboard. The project will be implemented in three parts. Students will begin the project from the start of the class and submit the final portion as the class concludes. The student will submit personal health plan reports at start, mid-point, and end points of the course.	75 points
TOTAL 325 points	

Grading Scale

A (94 and above)
A- (90-93)
B+ (88-89)

B (84-87)
B- (80-83)
C+ (78-79)

C (74-77)
C- (70-73)
D+ (68-69)

D (64-67)
F (63 and below)

Professional Dispositions

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

Class Schedule

WEEK		HEALTH AREA	READINGS/ASSIGNMENT DUE
1	Jan 22-27	Mental well-being	Chapter 1 An Invitation to Health Start: Chapter 2 Psychological and Spiritual Well-Being
2	Jan 28 – Feb 3	Mental well-being	Finish: Chapter 2 Psychological and Spiritual Well-Being Chapter 3 Mental Health <i>Short essay quiz 1</i> due Feb 3 end of day covers ch 1 <i>Discussion forum 1</i> due Feb 3 end of day
3	Feb 4-10	Stress Reduction; Nutrition	Chapter 4 Stress Management Start: Chapter 5 Personal Nutrition <i>Short essay quiz 2</i> due Feb 10 end of day covers ch 4 <i>Discussion forum 2</i> due Feb 10 end of day
4	Feb 11-17	Nutrition/weight management	Finish: Chapter 5 Personal Nutrition Chapter 6 Weight Management <i>Short essay quiz 3</i> due Feb 17 end of day covers chs 5-6 <i>Discussion forum 3</i> due Feb 17 end of day

WEEK	HEALTH AREA	READINGS/ASSIGNMENT DUE
5 Feb 18-24	Fitness	Chapter 7 Physical Activity and Fitness Test 1 due Feb 24 end of day covers chs 1-7 Behavior Change Project – Part 1 due Feb 24 end of day
6 Feb 25 – Mar 3	Family/Social well-being; Sexual Health	Chapter 8 Social Health Start Chapter 9 Sexual Health <i>Short essay quiz 4</i> due Mar 3 end of day covers ch 8 <i>Discussion forum 4</i> due Mar 3 end of day
7 Mar 4-10	Finish: Sexual Health/ Reproductive Options	Finish Chapter 9 Sexual Health Chapter 10 Reproductive Options <i>Short essay quiz 5</i> due Mar 10 end of day covers ch 10 <i>Discussion forum 5</i> due Mar 10 end of day
8 Mar 11-17	SPRING BREAK	SPRING BREAK
9 Mar 18-24	STI's & Major Diseases	Chapter 11 Sexually Transmitted Infections Start Chapter 12 Major Diseases <i>Short essay quiz 6</i> due Mar 24 end of day covers ch 11 <i>Discussion forum 6</i> due Mar 24 end of day
10 Mar 25-31	Chronic & Infectious disease prevention and control; Health care consumerism	Finish Chapter 12 Major Diseases Chapter 13 & 14 Infectious Diseases, Consumer Health Test 2 due Mar 31 end of day covers chs 8-14 Behavior Change Project - Part 2 due Mar 31 end of day
11 Apr 1-7	Addiction and Substance Abuse	Chapter 15 Addictive Behaviors and Drugs <i>Short essay quiz 7</i> due Apr 7 end of day covers ch 15 <i>Discussion forum 7</i> due Apr 7 end of day
12 Apr 8-14	Preventing Substance Abuse	Chapter 16 Alcohol Start Chapter 17 Tobacco <i>Short essay quiz 8</i> due Apr 14 end of day covers ch 16 <i>Discussion forum 8</i> due Apr 14 end of day

WEEK	HEALTH AREA	READINGS/ASSIGNMENT DUE
13 Apr 15-21	Dangers of Tobacco; Safety practices	Finish Chapter 17 Tobacco Start : Chapter 18 Personal Safety <i>Short essay quiz 9</i> due Apr 21 end of day covers ch 17 <i>Discussion forum 9</i> due Apr 21 end of day
14 Apr 22-28	Safety; Environmental Conservatism	Finish : Chapter 18 Personal Safety Chapter 19 A Healthier Environment <i>Short Essay quiz 10</i> due Apr 28 end of day covers ch 18 & 19 <i>Discussion forum 10</i> due Apr 28 end of day
15 Apr 29 – May 5	Growth and development	Chapter 20 A Lifetime of Health Test 3 due May 5 end of day covers chs 15-20 Behavior Change Project – Part 3 due May 5 end of day

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

Assessment Rubric(s)

Rubric Detail

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Initial post fully addresses discussion prompt (on time)	0 Points	0.5 Points	1 Points
Composed a minimum of five (5) complete and grammatically correct sentences	0 Points	0.5 Points	1 Points
Reply relevant to other student's posted comment	0 Points	0.5 Points	1 Points
Reply to other student's posted comment composed in minimum of 3 complete and grammatically correct sentence	0 Points	0.5 Points	1 Points
Reply to other student's post is of a constructive manner	0 Points	0.5 Points	1 Points

Name: Short Essay Quiz

Criteria

Criteria	Levels of Achievement		
	Unsatisfactory	Satisfactory	Competent
Posted response addresses the assignment	0 points	.5 points	1 point
Composed a minimum of five (5) complete sentences	0 points	.5 points	1 point
Response is in essay format	0 points	.5 points	1 point
Response is of users own words and thought	0 points	.5 points	1 point
Response is free of grammatical errors	0 points	.5 points	1 point