

George Mason University
College of Education and Human Development
HEAL

HEAL 230 DL1 Intro to Health Behavior
3 credit hours, Spring 2019
Distance Learning

Faculty

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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. 21, 12:00a.

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 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 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.
- **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.

Requirements	Possible Points
<u>Multiple Choice Tests (4)</u> <ul style="list-style-type: none"> Four multiple choice (MC) tests measure students' abilities to identify, recall, and differentiate. Each MC test contains 40 multiple choice items and is scored 0-100. Then, the test score is weighted .10 of overall grade. <p>The tests are based on important content of the text as organized and presented in PowerPoint™ lectures.</p>	40 points
<u>Essay Tests (4)</u> <ul style="list-style-type: none"> Four essay tests measures students' ability to describe, explain and discuss. Each essay test is worth 10 points and is factored directly into the overall grade. <p>The tests are based on important content of the text as organized and presented in PowerPoint™ lectures</p>	40 points
<u>Discussion Forums (10)</u> <p>Each student is expected to post a comment (create a thread) 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 is worth 1 point and the reply to another student's posting is worth 1 point—all for a total of 20 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.</p>	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	

Professional Dispositions

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

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 21)-Jan 27	Introduction	Chapter 1 Introduction <ul style="list-style-type: none"> Discussion forum 1 : comment by Jan 26 and reply by Jan 27 end of days

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
2	Jan 28-Feb 3	Health behavior research	Chapter 2 Conducting Health Research <ul style="list-style-type: none"> Discussion forum 2 : comment by Feb 2 and reply by Feb 3 end of days
3	Feb 4-10	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care <ul style="list-style-type: none"> Discussion forum 3 : comment by Feb 9 and reply by Feb 10 end of days
4	Feb 11-17	Adhering to health advice and care	Chapter 4 Adhering to Medical Advice <ul style="list-style-type: none"> MC test 1 due Feb 17 end of day (covers chs 1-4) Essay test 1 due Feb 17 end of day (covers ch 4)
5	Feb 18-24	Managing stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease <ul style="list-style-type: none"> Discussion forum 4 : comment by Feb 23 and reply by Feb 24 end of days
6	Feb 25-Mar 3	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches <ul style="list-style-type: none"> Discussion forum 5 : comment by Mar 2 and reply by Mar 3 end of days
7	Mar 4-10	Behavioral factors in cardiovascular disease	Chapter 9 Behavioral Factors in Cardiovascular Disease <ul style="list-style-type: none"> MC test 2 due Mar 10 end of day (covers chs 5-9) Essay test 2 due Mar 10 end of day (covers chs 5-6)
8	(Mar 11-17)-Mar 18-24	Behavioral factors in cancer	Chapter 10 Behavioral Factors in Cancer <ul style="list-style-type: none"> Discussion forum 6 : comment by Mar 23 and reply by Mar 24 end of days
9	Mar 25-31	Living with chronic illness and disease	Chapter 11 Living with Chronic Illness <ul style="list-style-type: none"> Discussion forum 7 : comment by Mar 30 and reply by Mar 31 end of days
10	Apr 1-7	Not smoking	Chapter 12 Smoking Tobacco <ul style="list-style-type: none"> MC test 3 due Apr 7 end of day (covers chs 10-12) Essay test 3 due Apr 7 end of day (covers ch 10)
11	Apr 8-14	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs <ul style="list-style-type: none"> Discussion forum 8 : comment by Apr 13 and reply by Apr 14 end of days
12	Apr 15-21	Healthy eating and managing weight	Chapter 14 Eating and Weight <ul style="list-style-type: none"> Discussion forum 9 : comment by Apr 20 and reply by Apr 21 end of days
13	Apr 22-28	Exercising	Chapter 15 Exercising <ul style="list-style-type: none"> Discussion forum 10 : comment by Apr 27 and reply by Apr 28 end of days

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
14	Apr 29-May 5	The Future	Chapter 16 Future Challenges <ul style="list-style-type: none"> • MC test 4 due May 5 end of day (covers chs 13-16) • Essay test 4 due May 5 end of day (covers ch 15)

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/>