

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

HEAL 230 001, P01 Intro to Health Behavior
3 credit hours, Spring 2019
Tuesdays, 4:30 – 7:10 p.m.; Robinson Hall, B108

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 via lecture, class activities and discussion, videos, and guest speakers and 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.

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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Not applicable.

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 readings may be posted on Blackboard throughout the semester.

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).

Please note that all the evaluations during the course are 'performance based assessments' and no fieldwork experience is required.

• Assignments and Examinations

Participation:

Students are expected to stay current in readings and assignments and to actively participate in class discussions and exercises. Students will be evaluated on their participation. Please note that participation means participating presence and not just being in the class.

Chapter activity assignments are to be completed individually and are due as per the syllabus. Assignment details and a rubric for the chapter activities will be provided on Blackboard.

A **research brief and presentation** are to be completed individually and are due as per the syllabus. Students are to prepare the brief and a 5-7 minute presentation. Assignment details and a rubric for the brief and presentation will be provided on Blackboard.

Students are expected to attend class and **participate** fully. **Attendance** will be taken at each class. A class attendance/participation rubric will be provided on Blackboard.

The **midterm** and **final exams** will be delivered on Blackboard and due as per the syllabus.

All grades and comments on work submitted will be posted on Blackboard.

All assignments are due on the date listed on the syllabus. Late work will be accepted as follows: 24 hours late will be accepted with a 10% reduction in grade; 48 hours late will be accepted with a 25% reduction in grade; no assignments will be accepted after 48 hours.

- **Other Requirements**

- Students are expected to be on time, attend all class meetings, do the readings, and be prepared to participate in class discussions. If you need to come in late for any reason, please do so quietly so as not to disturb your classmates. If you need to leave early, please let me know before the beginning of class.

- Be an active participant. Participation makes this class a more valuable experience for everyone.

- Be respectful of others and their belief systems, and help to create a safe environment where people feel comfortable sharing information. Disrespect will not be tolerated.

- Make-up exams will only be given in the case of extreme circumstances. These circumstances must be documented in detail. If a student misses an exam due to a circumstance that is not extreme then it is at the instructor's discretion whether or not the exam will be given and what automatic point deduction will occur for missing the original exam date.

- Late work will NOT be accepted. Extenuating circumstances will be determined by instructor.

- All assignments that include sources should have in-text citations and a References list. Incorrect citation of sources will result in a point deduction. Plagiarized work from any outside source (i.e., books, articles, websites) is unacceptable and will result in a zero. All sources cited must be reputable sources of information. These include scholarly journal articles, government websites, and factsheets or other publications from recognized expert agencies.

- In the event of inclement weather or any other emergency, follow the decision of the University. Please check the university website for any weather-related cancellations. In the event of class cancellation, students will be contacted via email about rescheduling, assignments due, etc.

- Blackboard will be used for posting course files, rubrics, readings, and assignments and communicating with the class. It is your responsibility to check the course site on a regular basis for updates to the syllabus, readings, etc.

- Email is the primary method of communication between students and faculty. All emails will be returned within 24 hours.

- Cell phone use is not allowed in the class. Laptop must be used only for the class purposes only.

GRADING POLICY: There will be a total of 550 points that may be earned in this class:

- Chapter Activities (8 at 25 points each) 200 pts.

- Research Brief and Presentation 100 pts.
- Class Participation 50 pts.
- Midterm Exam 100 pts.
- Final Exam 100 pts.

• **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/>

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. 22	Introduction; syllabus review	Chapter 1 Introduction to Health Psychology Additional readings as posted on Blackboard.
2	Jan. 29	Health behavior research	Chapter 2 Conducting Health Research Additional readings as posted on Blackboard.
3	Feb. 5	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care Additional readings as posted on Blackboard. Chapter Activity #1 due
4	Feb. 12	Adhering to health advice and care	Chapter 4 Adhering to Healthy Behavior Additional readings as posted on Blackboard.
5	Feb. 19	Managing stress	Chapter 5 Defining, Measuring and Managing Stress Chapter 6 Understanding Stress, Immunity and Disease Additional readings as posted on Blackboard. Chapter Activity #2 due
6	Feb. 26	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches Additional readings as posted on Blackboard. Chapter Activity #3 due

WEEK		TOPIC	READINGS/ASSIGNMENT DUE
7	March 5	Midterm Exam: take on Blackboard by 11:00 p.m.	Chapter Activity #4 due
8	March 12	Spring Break	Enjoy !
9	March 19	Behavioral factors in cardiovascular disease and cancer; Living with chronic illness and disease	Chapter 9 Behavioral Factors in Cardiovascular Disease Chapter 10 Behavioral Factors in Cancer Chapter 11 Living with Chronic Illness Additional readings as posted on Blackboard.
10	March 26	No class* (Dr. Pappa traveling) *subject to change if travel plans change	Chapter Activity #5 due
11	April 2	Tobacco use	Chapter 12 Smoking Tobacco Additional readings as posted on Blackboard.
12	April 9	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs Additional readings as posted on Blackboard. Chapter Activity #6 due
13	April 16	No class (Dr. Pappa traveling)	Chapter Activity #7 due
14	April 23	Healthy eating and managing weight; Exercising; Future challenges	Chapter 14 Eating and Weight Management Chapter 15 Exercising Chapter 16 Future Challenges Additional readings as posted on Blackboard. Chapter Activity #8 due
15	April 30	Course wrap-up and presentations	Research brief and presentation due
16	May 7	No Class--Reading Day	
17	May 14	Final Exam—take on Blackboard by 11:00 p.m.	

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

Name Short essay quiz rubric

Description Points are deducted if submission is not composed in: • minimum (5) complete sentences using proper grammar and spelling • essay format (no outlining/listing), and/or • students' own words (no direct use of authors' writing from text).

Rubric Detail

Criteria	Levels of Achievement				
	Unsatisfactory	Needs improvement	Competent	Highly competent	Excellent
Answered question correctly and adequately (consistent with lectures and textbook)	2 Points	2.5 Points	3 Points	3.5 Points	4 Points