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

HEAL 230. DL2 – Introduction to Health Behavior
3 Credits, Fall 2019
Distance Learning

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 General Education website, http://www.gmu.edu/departments/provost/gened/index.html

Course Delivery Method
This course will be delivered online 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 26, 2019 at 8 AM.

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: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-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 Monday, and finish on the following week's Tuesday.
- 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 3 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.

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
N/A

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/or Examinations**

Course Evaluation Criteria	
Requirement Details	**Possible # of Points**
Syllabus quiz *(1 survey total, up to 5 points)*	5
Introduction post *(1 introduction post total, up to 5 points)*	5
Anonymous surveys *(4 surveys total, up to 5 points each)*	20
Group Discussion Board *(5 discussions total, up to 20 points each)*	100
Leading a Group Discussion Board *(completed one time during the course)*	10
Content questions *(15 total, up to 20 points each)*	300
Reflective Journal *(1 journal total, up to 10 points)*	10
Final Exam *(40 multiple choice & 5 short answer questions)*	50
Total number of possible points	500

Last revised July, 2017

Syllabus Quiz: In Module 1 there will be a syllabus quiz. This quiz will be a multiple-choice quiz with 10 questions based on the content of the syllabus. Students will have up to 2 attempts to complete the quiz. The highest grade will count towards the final grade in the course.

Introduction post: Since this this an online course and there are up to 25 students enrolled, it is important to know who is in the course. Each student will be asked to share a welcome post to the class during Module 1. Students are encouraged to use video or podcast tools to introduce themselves to the class and the instructor. Complete details for this assignment will be posted on Blackboard.

Anonymous surveys: These surveys will be anonymous and only the instructor will see the results. The results will not contain any identifying information. Blackboard will just indicate if the survey was completed. The instructor will then use the survey results in lectures throughout the course.

Group discussion board: There will be 5 brief videos that group members will watch. Video lengths will vary from 15 minutes to about 60 minutes. Small groups of 4-5 students will be formed by the instructor on Blackboard. Within the small groups, students will be expected to respond to questions provided. Since this is a discussion board assignment, it is expected that group members communicate with each about their comments and thoughts on the video. It is expected that posts on discussion boards are made ***throughout the week***. Students who post initial posts within 48 hours of the deadline will not receive full points for their contributions. Complete details for this assignment will be posted on Blackboard.

Leading group discussion board: There will be 5 discussion boards throughout the course. It is expected that 1-2 students lead each week's discussion. Students will be assigned the week when they will lead. These assignments will be posted when the Module is posted. Leaders will be expected to provide feedback to posts, offer questions to keep the discussion going and engage the groups. Complete details for this assignment will be posted on Blackboard.

Content questions: There will be a lot of material covered in the course. Material will be presented from a wide variety of sources including, but not limited to, the textbook, video clips, websites, magazines, newspaper and journals. For each module, there will be 20 questions in total that will be asked about the content. There will be short answer and multiple choice questions.

Reflective journal: The journal is an opportunity to reflect, ask questions and respond to the materials presented in class and readings. At least 2 questions (or prompts) will be provided for the journal entry. Journal entries should be 2-3 page (double spaced) responses. Complete details for this assignment will be posted on Blackboard.

Final exam: The final exam in the course will be an opportunity to demonstrate understanding of key concepts from the course. The exam will be delivered online through Blackboard. The exam will consist of 40 multiple choice and 5 short answer questions. Each student is expected to complete the exam independently with access to the textbook, internet and resources from the class.

- **Other Requirements**

Active participation will help to make this class more valuable. Each student has an important contribution to make in the class, so please share information appropriately as it relates to the course material and professional development of fellow classmates.

All assignments must be submitted through Blackboard. It is also the responsibility of students to submit the work in a file that can be opened. Files that cannot be opened may be subject to a deduction in points until a file is received that can be opened.

Type, spell check and proofread all work submitted. A deduction in points will occur for work that contains grammatical and spelling errors.

- **Grading**
  All work submitted in the class will be evaluated using the undergraduate grading scale for the KINE.
  Grading Scale:

A 100-94%	B+ 89-88%	C+ 79-78%	D 69-60%
A- 93-90%	B 87-84%	C 77-74%	F 59-0
	B- 83-80%	C- 73-70%	

All grades and comments on work submitted will be posted on Blackboard. The final grade for the course will be determined based on the total number of points earned using the grading scale. The point scale breakdown for the final course grade will be as follows:

**Final Course Grade (*determined by points*)*:*

A 500 – 466 points	B+ 445 - 436 points	C+ 395 - 386 points	D 345 -296 points
A- 465 – 446 points	B 435 - 416 points	C 385 - 366 points	F 295 -0 points
	B- 415 -396 points	C- 365 - 346 points	

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

DATE	CLASS TOPIC(S)	READING & ASSIGNMENTS
Week of 8/26/19 (Module 1)	Introducing Health Psychology	Read Chapter 1 Read materials posted on Blackboard Watch videos posted on Blackboard **Syllabus Quiz** due 11:59 PM on 9/3 **Introduction Post** due 11:59 PM on 9/3 **Content Questions** due 11:59 PM on 9/3
Week of 9/2/19 (Module 2)	Conducting Health Research	Read Chapter 2 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 9/10 **Anonymous survey #1** due 11:59 PM on 9/10
Week of 9/9/19 (Module 3)	Seeking and Receiving Health Care	Read Chapter 3 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 9/17 **Group Discussion Board #1** due 11:59 PM on 9/17
Week of 9/16/19 (Module 4)	Adhering to Health Behavior	Read Chapter 4 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 9/24
Week of 9/23/19 (Module 5)	Defining, Measuring, and Managing Stress	Read Chapter 5 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 10/1 **Anonymous survey #2** due 11:59 PM on 10/1
Week of 9/30/19 (Module 6)	Understanding Stress, Immunity, and Disease	Read Chapter 6 Read materials posted on Blackboard Watch videos posted on Blackboard

		Content Questions due 11:59 PM on 10/8 **Group Discussion Board #2** due 11:59 PM on 10/8
Week of 10/7/19 (Module 7)	Understanding and Managing Pain	Read Chapter 7 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 10/15
Week of 10/14/19 (Module 8)	Considering Alternative Approaches	Read Chapter 8 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 10/22 **Journal** due 11:59 PM on 10/22
Week of 10/21/19 (Module 9)	Behavioral Factors in Cardiovascular Disease	Read Chapter 9 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 10/29 **Anonymous survey #3** due 11:59 PM on 10/29
Week of 10/28/19 (Module 10)	Behavioral Factors in Cancer	Read Chapter 10 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 11/5 **Group Discussion Board #3** due 11:59 PM on 11/5
Week of 11/4/19 (Module 11)	Living with Chronic Illness	Read Chapter 11 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 11/12 **Anonymous survey #4** due 11:59 PM on 11/12
Week of 11/11/19	Smoking Tobacco	Read Chapter 12

(Module 12)		Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 11/19 **Group Discussion Board #4** due 11:59 PM on 11/19
Week of 11/18/19 (Module 13)	Using Alcohol and Other Drugs	Read Chapter 13 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 11/26 **Group Discussion Board #5** due 11:59 PM on 11/26
Week of 11/25/19 (Module 14)	Eating and Weight and Exercise	Read Chapter 14 and 15 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 12/3
Week of 12/2/19 (Module 15)	Future Challenges	Read Chapter 16 Read materials posted on Blackboard Watch videos posted on Blackboard **Content Questions** due 11:59 PM on 12/10
Week of 12/9/19 (Module 16)	Final Exam	**Final Exam** due 11:59 PM on 12/17

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/).

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/ .