George Mason University
College of Education and Human Development
HEAL

HEAL 110 DL6 Personal Health
3 credit hours, Spring 2020 (Jan 6-Mar1)
Distance Learning

Faculty
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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 using a lecture format with class discussion and activities.

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://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.
- 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 three times weekly.

- 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. 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;

f. Infectious/chronic disease control and prevention;
g. Consumerism and health care utilization;

    d. Family/social wellness;   h. Safety;

    e. Alcohol, tobacco and other substance abuse   i. Human growth and development; and

        prevention;   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 it relates to a person's health behavior choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

Required Text

Hales, D. (2018). An invitation to health (18th 19 ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 13: 978-1-337-39289-1

Additional course material at Blackboard

Course Performance Evaluation

Requirements	Possible Points

<u>Tests</u>
 	
There are two kinds of tests: multiple choice (MC) and essay.
 	
  • Four MC tests measure students' abilities to identify, recall, and differentiate subject material. Each MC test contains 25 multiple choice items and is scored 0-100. Then, the test score is weighted .10 of overall grade.
  • Four essay tests measure students' ability to describe, explain and discuss subject material. Each essay test is worth 10 points factored directly into the overall grade.
The tests are based on important content of the textbook as organized and presented in PowerPoint™ lectures.
	80 points

<u>Discussion Forums</u> Each student is expected to post a comment in 5 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 from the textbook 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 10 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.	**10 points**
<u>Personal Health Plan</u> A Personal Health Plan (PHP) will be completed by each student according to guidelines posted at Blackboard. The goal of the plan is for the student to identify and then work toward improving a health behavior the spring semester. The PHP 1 is worth up to 10 points that will be factored directly into the overall grade. The plan will be based on cognitive, affective and psychomotor learning experiences and will reinforce the important subject material in the course.	**10 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		

Class Schedule

Week		Health Area	Readings/Assignment Due
1	Jan 6-12	Mental well-being	• Chapter 1 An Invitation to Health • Chapter 2 Your Psychological and Spiritual Well-Being • **Discussion forum 1**: comment by Jan 11 and reply by Jan 12 end of days
2	Jan 13-19	Mental well-being/Stress management, Nutrition	• Chapter 3 Mental Health • Chapter 4 Stress Management • Chapter 5 Personal Nutrition • **MC test 1** (covers chs 1-5) due Jan 19 end of day • **Essay test 1** (covers ch 1) due Jan 19 end of day
3	Jan 20-26	Weight management, Fitness, Social well-being	• Chapter 6 Weight Management • Chapter 7 Physical Activity and Fitness • Chapter 8 Social Health • **Discussion forums 2**: comment by Jan 25 and reply by Jan 26 end of days
4	Jan 27-Feb 2	Sexuality/Reproduction	• Chapter 9 Sexual Health • Chapter 10 Reproductive Options • **MC test 2** (covers chs 6-10) due Feb 2 end of day • **Essay test 2** (covers ch 9) due Feb 2 end of day
5	Feb 3-9	Infectious disease control, Chronic disease prevention	• Chapter 11 Sexually Transmitted Infections • Chapter 12 Major Diseases • Chapter 13 Infectious Diseases • **Discussion forums 3 and 4**: comment by Feb 8 and reply by Feb 9 end of days
6	Feb 10-16	Health consumerism, Substance abuse prevention	• Chapter 14 Consumer Health • Chapter 15 Addictive Behaviors and Drugs • **MC test 3** (covers chs 11-15) due Feb 16 end of day • **Essay test 3** (covers ch 14) due Feb 16 end of day

7	Feb 17-23	Alcohol/Tobacco, Safety	• Chapter 16 Alcohol • Chapter 17 Tobacco • Chapter 18 Personal Safety • **Discussion forum 5**: comment by Feb 22 and reply by Feb 23 end of days
8	Feb 24-Mar 1	Environmental Conservatism, Growth and development	• Chapter 19 Healthier Environment • Chapter 20 Lifetime of Health • **MC test 4** (covers chs 16-20) due Mar 1 end of day • **Essay test 4** (covers chs 18) due Mar 1 end of day • **Personal Health Plan due Mar 1 end of day**

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 https://ds.gmu.edu).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

1. 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking**: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

3. For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

4. For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.