

George Mason University
College of Education and Human Development
HEAL

HEAL 230-DL1 Intro to Health Behavior
3 credit hours, Fall 2020
Day/Time: Online Education
Aug 24 – Dec 16

Faculty

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Office Hours: By Appointment

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 is delivered using an asynchronous (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard course site using the Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on the first day of class at 8:00am.

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 a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 at 11:59pm.
- 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. Announcements are posted regularly and students are encouraged to log in daily to stay up-to-date on information.
- 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 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.
- 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. *****No late work will be accepted, no exceptions. It is your responsibility to keep up in this course and to use the syllabus provided.**

- 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 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.

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 course material at Blackboard.

Course Performance Evaluation

Requirements	Possible Points
<p><u>Tests</u> There are two kinds of weekly tests: multiple choice (MC) and essay.</p> <ul style="list-style-type: none"> • Five 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 .08 of overall grade, for a total of 8 points per test. • Five essay tests measure students’ ability to describe, explain and discuss subject material. Each essay test is worth 8 points factored directly into the overall grade. <p>The tests are based on important content of the textbook as organized and presented in PowerPoint™ lectures.</p>	<p>40 points</p> <p>40 points</p>
<p><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 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 20 points which will be factored directly into the overall grade. The discussion forums will represent affective learning experiences.</p>	<p>20 points</p>

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		

Weeks	Topics	Readings/Assignments
1: Aug 24 - 30	Introduction	<p><u>Due Sunday, 8/30 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 1 Introducing Health Psychology</p> <p>Assignment:</p> <p>Discussion Forum 1: comment by Aug 28 and reply by Aug 30 end of day</p>
2: Aug 31 – Sept 6	Health Behavior Research	<p><u>Due Sunday, 9/6 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 2 Conducting Health Research Article: Reporting the methods used in public health research and practice</p> <p>Assignment:</p> <p>Discussion Forum 2: comment by Sept 4 and reply by Sept 6 end of day</p>
3: Sept 7 – Sept 13	Health (help) seeking	<p><u>Due Sunday, 9/13 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 3 Seeking and Receiving Healthcare</p> <p>Assignment:</p> <p>MC Test 1 (covers ch. 1-3) Essay Test 1 (covers ch. 1-3)</p>

4: Sept 14 – Sept 20	Adhering to health advice and care	<p><u>Due Sunday, 9/20 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 4 Adhering to Healthy Behavior</p> <p>Assignment:</p> <p>Discussion Forum 3 and 4: comment by Sept 18 and reply by Sept 20 end of day</p>
5: Sept 21 – Sept 27	Managing Stress	<p><u>Due Sunday, 9/27 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 5 Defining, Measuring and Managing Stress Ch. 6 Understanding Stress, Immunity and Disease</p> <p>Watch:</p> <p>Ted Talk: The surprising link between stress and memory</p> <p>Assignment:</p> <p>MC Test 2 (covers ch. 4-6) Essay Test 2 (covers ch. 4-6)</p>
6: Sept 28 – Oct 4	Managing Pain, Alternative health behavior	<p><u>Due Sunday, 10/4 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 7 Understanding and Managing Pain Ch. 8 Considering Alternative Approaches</p> <p>Assignment:</p> <p>Discussion Forum 5 and 6: comment by Oct 2 and reply by Oct 4 end of day</p>
7: Oct 5 – Oct 11	Cardiovascular health behavior	<p><u>Due Sunday, 10/11 at 11:59pm</u></p>

		<p>Read:</p> <p>Ch. 9 Behavioral Factors in Cardiovascular Disease</p> <p>Watch:</p> <p>Ted Talk: What happens during a heart attack</p> <p>Assignment:</p> <p>MC Test 3 (covers ch. 7-9) Essay Test 3 (covers ch. 7-9)</p>
8: Oct 12 – Oct 18	Cancer risk reduction	<p>Read:</p> <p>Ch. 10 Behavioral Factors in Cancer</p> <p>Watch:</p> <p>Ted Talk: How do cancer cells behave differently than healthy ones</p>
9: Oct 19 – Oct 25	Health behavior and chronic disease	<p><u>Due Sunday, 10/25 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 11 Living with Chronic Illness</p> <p>Assignment:</p> <p>Discussion Forum 7: comment by Oct 23 and reply by Oct 25 end of day</p>
10: Oct 26 – Nov 1	Behavioral health: not smoking	<p><u>Due Sunday 11/8 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 12 Smoking Tobacco</p>

		<p>Watch:</p> <p>Ted Talk: The past, present and future of nicotine addiction</p> <p>Assignment:</p> <p>MC Test 4 (covers ch. 10-12) Essay Test 4 (covers ch. 10-12)</p>
11: Nov 2 – Nov 8	Behavioral health: responsible alcohol/drug involvement	<p><u>Due Sunday 11/8 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 13 Using Alcohol and Other Drugs</p> <p>Assignment:</p> <p>Discussion Forum 8: comment by Nov 6 and reply by Nov 8 end of day</p>
12: Nov 9 – Nov 15	Healthy Eating	<p><u>Due Sunday 11/15 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 14 Eating and Weight Article: The Latest Diet Trend is not Dieting</p> <p>Watch:</p> <p>Ted Talk: Why dieting doesn't usually work</p> <p>Assignment:</p> <p>Discussion Forum 9: comment by Nov 13 and reply by Nov 15 end of day</p>
13: Nov 16 – Nov 22	The benefits of exercise	<p><u>Due Sunday, 11/22 at 11:59pm</u></p> <p>Read:</p> <p>Ch. 15 Exercising</p>

		Assignment: Discussion forum 10: comment by Nov 20 and reply by Nov 22 end of day
Nov 23 – Nov 29		Thanksgiving Break
14: Nov 30 – Dec 5	Future challenges in health	Read: Ch. 16 Future Challenges
15: Dec 6 – Dec 16	Final Exam Period	<u>Due Wednesday, 12/16 at 11:59pm</u> Assignment: MC Test 5 (covers ch. 13-16) Essay Test 5 (covers ch. 10-12)

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 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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel: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/>.

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SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
 - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
 - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
 - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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