

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

HEAL 230 DL2 Intro to Health Behavior
3 credit hours, Fall 2020
Distance Learning

Faculty:

Name: Sara T. Pappa, PhD., MCHES

Office hours: Thursdays, 1:00 p.m. – 3:00 p.m.; or by appointment

Email address: spappa@gmu.edu

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 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 June 1, 2020 at 9:00 a.m.

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 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.
- 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 time 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 discussion boards 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 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:

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 required readings and videos will be posted on Blackboard throughout the course.

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:

Chapter activity assignments (8) 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. This is worth 200 points (8 at 25 points each).

Discussion board assignments (8) are to be completed individually and are due as per the syllabus. Assignment details and a rubric for the discussion boards will be provided on Blackboard. Each student is expected to post a comment (create a thread) in 8 different discussion forums and in each forum he/she has to reply to another student's posting. Each original posting is worth 15 points and the reply to another student's posting is worth 10 points. This is worth 200 points (8 at 25 points each).

A 2-page Research Brief and presentation are to be completed individually and are due as per the syllabus. Assignment details and a rubric for the brief and presentation will be provided on Blackboard. This is worth 100 points. Topic must be approved by Dr. Pappa by Friday, September 4, 2020. A DRAFT is due Friday, Nov. 20, 2020.

The **midterm (chapters 1-8)** and **final exams (chapters 9-16)** will be delivered on Blackboard and are due as per the syllabus. Exams are open book/notes. They will be a combination of multiple choice, true/false and short essay questions. Exams are 100 points each.

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

Other Requirements:

Students are expected to complete all readings, videos, assignments, discussion boards and exams on their own.

Students are expected to 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 as per APA formatting guidelines. 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.

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.

GRADING POLICY: There will be a total of 700 points that may be earned in this class:

- Chapter Activities (8 at 25 points each) 200 pts.
- Discussion Board posts (8 at 25 points each) 200 pts.
- Research Brief and presentation 100 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:

Class and assignment details can be found in Course Content on Blackboard.

WEEK OF:	TOPICS/READINGS/VIDEOS	ASSIGNMENTS DUE
Aug. 24	Chapter 1: Introduction to Health Psychology <i>Additional readings/videos as posted on Blackboard.</i>	Discussion Board 1 post due Thursday, 8/27; reply (1) due by Sunday, 8/30.
Aug. 31	Chapter 2 : Conducting Health Research <i>Additional readings/videos as posted on Blackboard.</i>	Research brief topic submitted by Friday, 9/4.

WEEK OF:	TOPICS/READINGS/VIDEOS	ASSIGNMENTS DUE
Sept. 7	Chapter 3 : Seeking and Receiving Health Care <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 1 (covers chapters 1-2) due by Wednesday, 9/9.
Sept. 14	Chapter 4 Adhering to Healthy Behavior <i>Additional readings/videos as posted on Blackboard.</i>	Discussion Board 2 post due Thursday, 9/17; reply (1) due by Sunday, 9/20.
Sept. 21	Chapter 5 Defining, Measuring and Managing Stress Chapter 6 Understanding Stress, Immunity and Disease <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 2 (covers chapters 3-5) due by Wednesday, 9/23. Discussion Board 3 post due Thursday, 9/24; reply (1) due by Sunday, 9/27.
Sept. 28	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 3 (covers chapter 6) due by Wednesday, 9/30. Discussion Board 4 post due Thursday, 10/1; reply (1) due by Sunday, 10/4.
Oct. 5	Midterm Exam on Blackboard.	Chapter Activity 4 (covers chapters 7 and 8) due by Wednesday, 10/7. Take Midterm exam on (chapters 1-8) Friday, 10/9 between 5 :00 a.m. and 11 :00 p.m.
Oct. 12	Chapter 9 Behavioral Factors in Cardiovascular Disease Chapter 10 Behavioral Factors in Cancer <i>Additional readings/videos as posted on Blackboard.</i>	Discussion Board 5 post due Thursday, 10/15 ; reply (1) due by Sunday, 10/18.
Oct. 19	Chapter 11 Living with Chronic Illness <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 5 (covers chapters 9-11) due by Wednesday, 10/21.

WEEK OF:	TOPICS/READINGS/VIDEOS	ASSIGNMENTS DUE
Oct. 26	Chapter 12 Smoking Tobacco <i>Additional readings/videos as posted on Blackboard.</i>	Discussion Board 6 post due Thursday, 10/29; reply (1) due by Sunday, 11/1.
Nov. 2	Chapter 13 Using Alcohol and Other Drugs <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 6 (covers chapter 12) due by Wednesday, 11/4.
Nov. 9	Chapter 14 Eating and Weight Management <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 7 (covers chapter 13) due by Wednesday, 11/11.
Nov. 16	Chapter 15 Exercising <i>Additional readings/videos as posted on Blackboard.</i>	Discussion Board 7 post due Thursday, 11/19; reply (1) due by Sunday, 11/22. DRAFT Research Brief due Friday, 11/20.
Nov. 23	Chapter 16 Future Challenges <i>Additional readings/videos as posted on Blackboard.</i>	Chapter Activity 8 (covers chapters 14-16) due by Wednesday, 11/25.
Nov. 30	Class summary materials <i>Readings/videos as posted on Blackboard.</i>	Discussion Board 8 post due Thursday 12/3; reply (1) due by Sunday, 12/6.
Dec. 7	Research Brief, Presentation and Final Exam Due.	Research Brief and Presentation Due Thursday, 12/10. Final Exam (chapters 9-16) on Blackboard Due Friday, 12/11; 5 :00 a.m. – 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

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/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .