

**George Mason University**  
**College of Education and Human Development**  
**HEAL**

**HEAL 110 DL3– Intro to Personal Health**  
**3 Credits, Spring 2021**  
**1/25-5/10, Online Education**

**Faculty**

Name: Megan Warner, MPH  
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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**

The focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

**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 an 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/](http://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 Sunday 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 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. **\*\*\*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 can meet with the instructor via telephone, web conference or email, to discuss course content, or other content or other course related issues. 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 wellbeing
  - b. Fitness
  - c. Nutrition/weight management
  - d. Family/social wellness
  - e. Alcohol, tobacco and substance abuse
  - f. Infectious/chronic disease
  - g. Consumerism and health care utilization
  - h. Safety
  - i. Human growth and development
  - 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 they relate to a person's health behavior choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

### **Professional Standards**

Not Applicable

### **Required Texts**

Textbook-Hales, D. (2015). An Invitation to Health (19th edition). Belmont, CA: Wadsworth Cengage Learning.

**Please use this edition as the older additions vary greatly.**

### **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)

**Late work will not be accepted. Assignments are not accepted through email.**

## Assignments and/or Examination

This course will be graded on a point system, with a total of 340 possible points.

Exam 1—50 points – Chapters 1-6, 8

Exam 2—50 points – Chapters 7, 9-11, 15-17

Exam 3—50 points – Chapters 12-14, 18-20

Total Exam points—150 points

Personal Change Plan:

Part 1: Introduction, 20 points

Part 2: Midterm Report, 25 points

Part 3: Final Report, 30 points

Total Personal change Plan points – 75 points

Quizzes-7 Quizzes, each worth 10 points.

Total Quiz points 70 points

Assignments-

1. Stress Management – 10 points

2. Nutrition Assignment – 10 points

Total assignments points – 20 points

Discussion Board – 5 discussion board posts, each worth 5 points

Total Discussion Board points -- 25 points

**Personal Change Plan:** The Personal Change Plan is an assignment that you will work on continually throughout the semester. It is broken down into 3 parts that will be due at different points throughout the semester. Your Personal Change Plan should focus on a health behavior that you are interested in improving, changing, or trying for the first time. The instructions are found in the Personal Change Plan Assignment page.

Part 1: Introduction

Part 2: Midterm Report

Part 3: Final Report

**Exams** - Your exams are only on your Hales textbook chapter readings. Each exam is open book and will consist of 50 multiple-choice questions. Exams may only be taken once each and they are timed.

- Exam 1 – Chapters: 1-6, 8
- Exam 2 – Chapters: 1, 9-11, 15-17
- Final Exam – Chapters: 12-14, 18-20

**Chapter Quizzes** - The quizzes are designed to assist you in mastering the concepts in the readings and slides. These quizzes are open-book. Quizzes may only be taken once each, but they are not timed.

**Discussion Boards** – A topic will be posted by the instructor for you to post a response as well as comments and questions to your classmates’ responses. The topics/questions will be relevant to the readings and/or videos. The discussions will be graded based on your knowledge and understanding of the readings and your ability to relate the concepts to everyday experiences.

**Grading Scale by Percentage**

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

**Class Schedule**

Week	Topics	Things that are due:
1 – Jan 25 – Jan 31	Ch. 1 The Power of Now	<p><b><u>Due Sunday, 1/31 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• The syllabus on the Syllabus Tab – you will be held to the expectations on the syllabus.</li> <li>• Chapter 1</li> <li>• Chapter 1 slides</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Ted Talk: The secret to living longer may be your social life</li> <li>• New Year’s Resolution Video</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion Board Post – Introductions</b></li> </ul>
2 – Feb 1 – Feb 7	Ch. 2 Psychological and Spiritual Well-Being	<p><b><u>Due Sunday, 2/7 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Chapter 2 slides</li> </ul> <p>Watch:</p> <p>Ted Talk: The power of vulnerability</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz Chapter 1 and 2</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Discussion Board Post – Gratitude Post</b></li> </ul>
3 – Feb 8 – Feb 14	Ch. 3 Caring for your Mind	<p><b><u>Due Sunday, 2/14 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 3 slides</li> </ul> <p>Watch:</p> <p>Ted Talk: All it takes is 10 mindful minutes</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Personal Change Plan Part 1 Due</b></li> </ul>
4 – Feb 15 – Feb 21	Ch. 4 Stress	<p><b><u>Due Sunday, 2/21 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 4 slides</li> </ul> <p>Watch: How to stay calm when you know you'll be stressed</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Stress Profile</b></li> <li>• <b>Discussion Board – Stress Test</b></li> </ul>
5 – Feb 22 – Feb 28	Ch. 8 Social Health	<p><b><u>Due Sunday, 2/28 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 8 slides</li> </ul> <p>Watch: Non-verbal communication speaks volumes</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz Ch. 3-4</b></li> </ul>
6 – Mar 1 – Mar 7	Ch. 5 Personal Nutrition	<p><b><u>Due Sunday, 3/7 at 11:59pm</u></b></p> <p>Reading:</p>

		<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Chapter 5 slides</li> </ul> <p>Play: Nutrition Jeopardy</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz: Ch. 8</b></li> <li>• <b>Nutrition Assignment</b></li> </ul>
7 – Mar 8 – Mar 14	Ch. 6 Weight Management	<p><b><u>Due Sunday, 3/14 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 6 slides</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Exam 1</b></li> </ul>
8 – Mar 15 – Mar 21	Ch. 7. Joy of Fitness	<p><b><u>Due Sunday, 3/21 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapter 7 slides</li> </ul> <p>Try: 10-minute at home workout</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz: Ch. 7</b></li> </ul>
9 – Mar 22 – Mar 28	Ch. 9 Sexual Health Ch. 10 Reproductive Choices	<p><b><u>Due Sunday, 3/28 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 9 slides</li> <li>• Chapter 10</li> <li>• Chapter 10 slides</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Ted Talk: Sex needs a new metaphor.</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Personal Change Midterm Due</b></li> </ul>

<p>10 – Mar 29 – Apr 4</p>	<p>Ch. 11 Lowering STDs</p> <p>Ch. 15 Addictive Behaviors and Drugs</p>	<p><b><u>Due Sunday, 4/4 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Chapter 11 slides</li> <li>• Chapter 15</li> <li>• Chapter 15 slides</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Video on Opioid Addiction</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz Ch. 9-10</b></li> <li>• <b>Discussion Board Post – Reactions to Video</b></li> </ul>
<p>11 – Apr 5 – Apr 11</p>	<p>Ch. 16 Alcohol</p> <p>Ch. 17 Tobacco</p>	<p><b><u>Due Sunday 4/11 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Chapter 16 slides</li> <li>• Chapter 17</li> <li>• Chapter 17 slides</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• Healthy lung vs. Smokers lung</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Virginia laws about DUI</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Exam 2</b></li> </ul>
<p>12 – Apr 12 – Apr 18</p>	<p>Ch. 12 Major Diseases</p> <p>Ch. 13 Infectious Disease</p>	<p><b><u>Due Sunday 4/18 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Chapter 12 slides</li> <li>• Chapter 13</li> <li>• Chapter 13 slides</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Leading causes of death in the US</li> </ul>



		<p>Watch:</p> <ul style="list-style-type: none"> <li>• Why meningitis is so dangerous</li> <li>• The proper way to wash your hands</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz: Chapter 12 -13</b></li> </ul>
13 – Apr 19 – Apr 25	<p>Ch. 14 Consumer Health</p> <p>Ch. 18 Personal Safety</p>	<p><b><u>Due Sunday, 4/25 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Chapter 14 slides</li> <li>• Chapter 18</li> <li>• Chapter 18 slides</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Hearing loss basics</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Personal Change Plan Final Report</b></li> </ul>
14 – Apr 26 – May 2	<p>Ch. 19 Healthier Environment</p> <p>Ch. 20 Lifetime of Health</p>	<p><b><u>Due Sunday, 5/2 at 11:59pm</u></b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 19</li> <li>• Chapter 19 slides</li> <li>• Chapter 20</li> <li>• Chapter 20 slides</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz Ch. 14,18</b></li> <li>• <b>Discussion Board: Overall Thoughts</b></li> </ul>
15 – May 3 – May 10	Final Exam Period	<p><b><u>Due Monday 5/10 at 11:59pm</u></b></p> <p><b>Assignment: Final Exam</b></p>

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](mailto: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](mailto: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/>.

## 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](#).

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

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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](#).

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**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.

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**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).

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**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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