

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

HEAL 110 DL6 Personal Health  
3 credit hours, Fall 7.5-week session 2 2021  
Duration: October 18, 2021 – December 15, 2021  
Distance Learning

**Faculty**

Name: Dr. Kelly Morgan  
Office hours: By Appointment  
Email address: [kvanders@gmu.edu](mailto:kvanders@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

This course 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 21<sup>st</sup> 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.

**Delivery Method**

This course will be delivered online using a 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 on **October 15, 2021**.

**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](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-andoperating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-andoperating-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 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/](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 and/or access to course materials at least once per week.
- Participation: Students are expected to actively engage in all course activities throughout the term, which includes viewing all course materials and completing course activities and assignments.
- 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 term 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 may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Meetings with the instructor will take place 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 ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

By the end of the course the students will be able to:

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;
  - d. Family/social wellness;
  - e. Alcohol, tobacco and other substance abuse prevention;
  - f. Infectious/chronic disease control and prevention;
  - g. Consumerism and health care utilization;
  - h. Safety;
  - i. Human growth and development; and
  - 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**

Hales, D. (2021). *An Invitation to Health: Taking Charge of Your Health (19<sup>th</sup> edition)*. Boston, MA: Cengage Learning, Inc. (ISBN 978-0-357-13679-9)

**\*\*\*GET THIS EDITION, AS IT DIFFERS GREATLY FROM PAST EDITIONS – you don't need the MindTap version!!!**

Articles and websites – found under Readings folder

### **Course Performance Evaluation**

Students are expected to submit all assignment on time through Blackboard.

This course will be graded on a point system, with a total of 480 possible points.

- Chapter Quizzes—120 points total (10 points each)
- Assignments—100 points total (25 points each)
- Health Change Plan (HCP) parts 1-4 —160 points total (40 points per part)
- Final Exam—100 points

### **Assignments and Examinations**

- Chapter Quizzes - The quizzes are designed to assist you in mastering the concepts in the readings and slides. These quizzes are due weekly, and they are open book. Quizzes may only be taken once each, but they are not timed. This is a Performance-Based Assessment

- Assignments - You will have multiple assignments that will further your thinking about and application of the topics. The assignments will be listed on the assignment submission links. The grading criteria for each assignment will be included in both locations. This is a Performance-Based Assessment
- Health Change Plan - The Health Change Plan assignment is your major project for the term. Many of the past students in this class have made big, exciting health changes through this project, so get excited about something you've wanted to do! The Health Change Plan is broken into 4 parts:
  - You will complete a health assessment to determine areas where change is most needed and desired, and you will select your goal(s)
  - You will provide a progress report on your changes including any difficulties or needs for assistance or other resources
  - You will continue to execute your plan and for this assignment, you will report on your progress at this midway point
  - You will provide a second progress report on your changes, again including any challenges (current or ones you've overcome) and needs for help or resources
  - You will give a final report on your success and brag about your hard work and accomplishments
  - Further assignment details can be found on Blackboard under Assignments. This is a Performance-Based Assessment
- Exam - **Your exam is only on your Hales textbook chapter readings.** The exam is open-book and will consist of 100 multiple-choice questions. The exam may only be taken once each and it is timed.

**Other Requirements** - N/A

**Grading** - Your grades will be listed in the Grade Center on Blackboard. Often, when I grade your assignments, I will include comments that you can find in the Grade Center as well. Your grade will always be available to you.

Course performance evaluation by percentage

|    |        |    |       |    |       |   |       |
|----|--------|----|-------|----|-------|---|-------|
| 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**

Faculty reserves the right to alter the course schedule as necessary, with notification to students.

| Week                   | Topics   | Things That are Due   |
|------------------------|--|---|
| 1 –<br>10/18-<br>10/24 | Taking Charge of Your Health<br><br>Psychological and Spiritual Well-Being | <p><i>FYI: All quizzes, assignments (but not HCPs), and final exam are open now</i></p> <p><b>Due Sunday, 10/24 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• The syllabus on the Syllabus and Documents tab - you will be held to the expectations on the syllabus</li> <li>• Chapter 1 + Chapter 1 slides (PowerPoints folder)</li> <li>• Chapter 2 + Chapter 2 slides</li> <li>• Seligman <i>Positive Psychology</i> (Readings folder)</li> <li>• Peterson, <i>What is Positive Psychology</i> (Readings folder)</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• <i>How to be Happy! Positive Psychology in Action</i> (Videos folder)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Week 1 Quiz Psychological and Spiritual Well-Being</li> </ul> |
| 2 –<br>10/25-<br>10/31 | Caring for Your Mind<br><br>Stress Management                              | <p><b>Due Sunday, 10/31 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 3 + Chapter 3 slides</li> <li>• Suttie, <i>My Trouble with Mindfulness</i></li> <li>• Chapter 4 + Chapter 4 slides</li> <li>• ASC, <i>Stress Management</i></li> <li>• Houghton, <i>Effective Stress Management</i></li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• <i>23 and ½ Hours</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 2 Quiz Caring for Your Mind</li> <li>• HCP Part 1 (Submit in Assignments folder)</li> <li>• Stress Management Techniques (submit in Assignments folder)</li> </ul>  |

| Week           | Topics   | Things That are Due  |
|----------------|--|--|
| 3 – 11/1-11/7  | <p>Communicating and Connecting</p> <p>Personal Nutrition</p>                          | <p><b>Due Sunday, 11/7 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 8 + Chapter 8 slides</li> <li>• Broman, <i>Social Relationships and Health-Related Behavior</i></li> <li>• Chapter 5 + Chapter 5 slides</li> <li>• <i>My Plate on Campus Toolkit</i></li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <i>Think b4 u Post</i></li> <li>• <i>Basic Nutrition</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 3 Quiz Communicating and Connecting</li> <li>• Week 3 Quiz Personal Nutrition</li> <li>• Food journal</li> </ul>   |
| 4 – 11/8-11/14 | <p>Weight Management and the Obesity Epidemic</p> <p>Physical Activity and Fitness</p> | <p><b>Due Sunday, 11/14 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 6 + Chapter 6 slides</li> <li>• Mayo Clinic, <i>Weight Loss Basics</i></li> <li>• NIH, <i>Weight Loss and Nutrition Myths</i></li> <li>• Chapter 7 + Chapter 7 slides</li> <li>• <i>Physical Activity Guidelines for Americans</i></li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <i>Nutrition and Weight Management</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 4 Quiz Weight Management and the Obesity Epidemic</li> <li>• Week 4 Quiz Physical Activity and Fitness</li> <li>• HCP Part 2</li> </ul> |

| Week                   | Topics  | Things That are Due  |
|------------------------|---|--|
| 5 –<br>11/15-<br>11/21 | Sexual Health<br><br>Reproductive Options<br><br>Sexually Transmitted Infections<br><br>Addictive Behaviors and Drugs | <p><b>Due Sunday, 11/21 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 9 + Chapter 9 slides</li> <li>• Chapter 10 + Chapters 10 slides</li> <li>• <i>Protecting Your Fertility</i></li> <li>• <i>An Overview on Healthy Sexuality and Sexual Violence Prevention</i></li> <li>• Chapters 11 + Chapter 11 slides</li> <li>• Chapter 15 + Chapters 15 slides</li> <li>• <i>Types of Addiction</i></li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <i>STIs: Facts and Fiction</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 5 Quiz Sexual Health &amp; Reproductive Options</li> <li>• Week 5 Quiz Sexually Transmitted Infections &amp; Addictive Behaviors and Drugs</li> </ul> |
| 11/15-<br>11/21        | Thanksgiving Break  | <b>Have fun!</b>   |

| Week                        | Topics  | Things That are Due  |
|-----------------------------|---|--|
| 6 –<br>11/29-<br>12/5       | Alcohol<br><br>Tobacco<br><br>Major Diseases<br><br>Infectious Illnesses                          | <p><b>Due Sunday, 12/5 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 16 + Chapter 16 slides</li> <li>• Chapter 17 + Chapter 17 slides</li> <li>• <i>Alcohol's Effects on the Body</i></li> <li>• Chapter 12 + Chapter 12 slides</li> <li>• Chapter 13 + Chapter 13 slides</li> <li>• Mayo Clinic, <i>Infectious Diseases</i></li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>• <i>Tobacco: Risks, Laws &amp; Habits</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 6 Quiz Alcohol &amp; Tobacco</li> <li>• Week 6 Quiz Major Diseases &amp; Infectious Illnesses</li> <li>• HCP Part 3</li> <li>• Major Disease</li> </ul> |
| 7 - 12/6-<br>12/12          | Consumer Health<br><br>Personal Safety<br><br>A Healthier Environment<br><br>A Lifetime of Health | <p><b>Due Sunday, 12/12 at 11:59pm:</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Chapter 14 + Chapter 14 slides</li> <li>• Chapter 18 + Chapter 18 slides</li> <li>• <i>9 Great Health Articles Worth Reading Again</i></li> <li>• Chapter 19 + Chapter 19 slides</li> <li>• Chapter 20 + Chapter 20 slides</li> <li>• WHO, Ambient Air Quality and Health</li> <li>• WHO, Drinking Water and Health</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Week 7 Quiz Consumer Health &amp; Personal Safety</li> <li>• Week 7 Quiz A Healthier Environment &amp; A Lifetime of Health</li> <li>• Environmental Health</li> </ul>  |
| 7.5 –<br>12/13-<br>***12/15 | Finals Period   | <p><b>Due <u>Wednesday</u>, 12/15 at 11:59pm:</b></p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• HCP Part 4 – Final Report</li> <li>• Final Exam</li> </ul>   |

**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*

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

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

### **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](mailto:titleix@gmu.edu).

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