**HEAL 230-DL1 Intro to Health Behavior**
**3 credit hours, Spring 2022**
**Day/Time: Online Education**
**Jan 18 – Mar 10**

**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*
- **<u>Course Week:</u>  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday., and finish on Monday at 11:59pm.**
- <u>Log-in Frequency:</u>
- 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.
- <u>Participation:</u>
  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.
- <u>Technical Competence:</u>
  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.
- <u>Technical Issues:</u>
- 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.
- <u>Workload:</u>
  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 |
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| Tests<br>There are two kinds of tests: multiple choice (MC) and essay.<br>• 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. The test is then converted to points for a score up to 10 points. | **50 points** |
| • 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.<br><br>The tests are based on important content of the textbook as organized and presented in PowerPoint™ lectures. | **40 points** |
| Discussion Forums<br>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. | **20 points** |

|  | **Total** | **110 points** |

**Grading Scale**

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| 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:  Jan 18 – Jan 24 | Introduction<br><br>Health Behavior Research | <u>Due Monday 1/24 at 11:59pm</u><br><br>Read:<br><br>Ch. 1 Introducing Health Psychology<br>Ch. 2 Conducting Health Research<br>Article: Reporting the methods used in public health research and practice<br><br>**Assignment:**<br><br>**Discussion Forum 1 and 2: comment by Jan 22 and reply by Jan 24 end of day** |
| 2: Jan 25 – Jan 31 | Health (help) seeking<br><br>Adhering to health advice and care | <u>Due Monday 1/31 at 11:59pm</u><br><br>Read:<br><br>Ch. 3 Seeking and Receiving Healthcare<br>Ch. 4 Adhering to Healthy Behavior<br><br>**Assignment:**<br><br>**MC Test 1 (covers ch. 1-3)**<br>**Essay Test 1 (covers ch. 1-3)**<br><br>**Discussion Forum 3 and 4:  comment by Jan  29 and reply by Jan 31 end of day** |

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| 3: Feb 1 – Feb 7 | Managing Stress<br><br>Managing Pain, Alternative health behavior | Due Tuesday 2/7 at 11:59pm<br><br>Read:<br><br>Ch. 5 Defining, Measuring and Managing Stress<br>Ch. 6 Understanding Stress, Immunity and Disease<br><br>Ch. 7 Understanding and Managing Pain<br>Ch. 8 Considering Alternative Approaches<br><br>Watch:<br><br>Ted Talk: The surprising link between stress and memory<br><br>**Assignment:**<br><br>**MC Test 2 (covers ch. 4-6)**<br>**Essay Test 2 (covers ch. 4-6)**<br><br>**Discussion Forum 5 and 6: comment by Feb 6 and reply by Feb 8 end of day** |
| 4: Feb 8 – Feb 14 | Cardiovascular health behavior<br><br>Cancer risk reduction | Due Monday 2/14 at 11:59pm<br><br>Read:<br><br>Ch. 9 Behavioral Factors in Cardiovascular Disease<br>Ch. 10 Behavioral Factors in Cancer<br><br>Watch:<br><br>Ted Talk: What happens during a heart attack<br>Ted Talk: How do cancer cells behave differently than healthy ones<br><br>**Assignment:**<br><br>**MC Test 3 (covers ch. 7-9)**<br>**Essay Test 3 (covers ch. 7-9)** |

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| 5: Feb 15 – Feb 21 | Health behavior and chronic disease<br><br>Behavioral health: not smoking | <u>Due Monday 2/21 at 11:59pm</u><br><br>Read:<br><br>Ch. 11 Living with Chronic Illness<br>Ch. 12 Smoking Tobacco<br><br>Watch:<br><br>Ted Talk: The past, present and future of nicotine addiction<br><br>Assignment:<br><br>**Discussion Forum 7:  comment by Feb 19 and reply by Feb 21 end of day**<br><br>**MC Test 4 (covers ch. 10-12)**<br>**Essay Test 4 (covers ch. 10-12)** |
| 6: Feb 22 – Feb 28 | Behavioral health: responsible alcohol/drug involvement<br><br>Healthy Eating | <u>Due Monday 2/28 at 11:59pm</u><br><br>Read:<br><br>Ch. 13 Using Alcohol and Other Drugs<br><br>Ch. 14 Eating and Weight<br><br>Article: The Latest Diet Trend is not Dieting<br><br>Watch:<br><br>Ted Talk: Why dieting doesn't usually work<br><br>**Assignment:**<br><br>**Discussion Forum 8:  comment by Feb 26 and reply by Feb 28 end of day**<br>**Discussion Forum 9: comment by Feb 26 and reply by Feb 28 end of day** |

| 7: Mar 1 – Mar 10 | The benefits of exercise<br><br>Future challenges in health | Due THURSDAY 3/10 at 11:59pm<br><br>Read:<br><br>Ch. 15 Exercising<br>Ch. 16 Future Challenges<br><br>**Assignment:**<br><br>**Discussion forum 10: comment by Mar 8 and reply by Mar 10 end of day**<br><br>**MC Test 5 (covers ch. 13-16)**<br>**Essay Test 5 (covers ch. 10-12)** |
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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**

1. 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*
   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/.