

George Mason University
College of Education and Human Development
HEAL

HEAL 110 DL5 Personal Health
3 credit hours, Fall 2022
August 22, 2022 – December 14, 2022
Distance Learning

Faculty

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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 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.

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 **August 19, 2022**.

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

- 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
- 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 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 (19th edition). Boston, MA: Cengage.

ISBN: 978-0-357-13679-9

Your textbook is part of Blackboard and is part of the fees paid to take this course. If you wish to opt out of the First Day program you must contact the bookstore immediately. If you opt out of First Day you will need to secure a copy of the textbook on your own. You may rent or purchase the hard copy or electronic version of this text. We will cover all 20 chapters. The exams are based on the 19th edition

*****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 641 possible points.

- Chapter/Readings Quizzes—120 points total (10 points each)
- Discussion Board Posts—71 points total (10 points each, 1 point for Introductions)
- Assignments—100 points total (25 points each)
- Health Change Plan (HCP) parts 1-5 —200 points total (40 points per part)

- Final Exam—100 points

Assignments and Examinations

****Keep a copy of all submission confirmations you get from Blackboard for assignments, tests, quizzes etc. This is needed in case there is a problem with Blackboard. Without it, I will be unable to help you if there is an issue with your submission.****

- 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
- Discussion Board Posts - Over the semester, you will have assigned topics for you to post your response on the discussion board as well as comments and questions to your classmates' responses. The topics will be listed on the discussion board. 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 criteria and additional due dates (when applicable) will be listed on the discussion board. 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 5 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 – 8/22-8/28 | Taking Charge of Your Health | <p><i>FYI: All quizzes, assignments (but not HCPs), and final exam are open now</i></p> <p>Due Sunday, 8/28 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • The syllabus on the Syllabus and Documents tab - you will be held to the expectations on the syllabus • Chapter 1 • Chapter 1 slides (PowerPoints folder) <p>Assignment:</p> <ul style="list-style-type: none"> • Discussion – Introductions (Discussion Board folder) |

| WEEK | TOPICS | THINGS THAT ARE DUE |
|---------------|--|--|
| 2 – 8/29-9/4 | Psychological and Spiritual Well-Being | <p>Due Sunday, 9/4 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 2 • Chapter 2 slides • Seligman <i>Positive Psychology</i> (Readings folder) • Peterson, <i>What is Positive Psychology</i> (Readings folder) <p>Video:</p> <ul style="list-style-type: none"> • <i>How to be Happy! Positive Psychology in Action</i> (Videos folder) <p>Assignments:</p> <ul style="list-style-type: none"> • Week 2 Quiz • Discussion - Health Behavior |
| 3 –9/5-9/11 | Caring for Your Mind | <p>Due Sunday, 9/11 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 3 • Chapter 3 slides • Suttie, <i>My Trouble with Mindfulness</i> • Video - <i>23 and ½ Hours</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 3 Quiz • HCP Part 1 (Submit in Assignments folder) |
| 4 – 9/12-9/18 | Stress Management | <p>Due Sunday, 9/18 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 4 • Chapter 4 slides; • ASC, <i>Stress Management</i> • Houghton, <i>Effective Stress Management</i> <p>Assignment:</p> <ul style="list-style-type: none"> • Stress Management Techniques (submit in Assignments folder) |

| WEEK | TOPICS | THINGS THAT ARE DUE |
|---------------|--|---|
| 5 – 9/19-9/25 | Communicating and Connecting | <p>Due Sunday, 9/25 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 8 • Chapter 8 slides • Broman, <i>Social Relationships and Health-Related Behavior</i> • Video - <i>Think b4 u Post</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 5 Quiz • Discussion - Social Health |
| 6 – 9/26-10/2 | Personal Nutrition | <p>Due Sunday, 10/2 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 5 • Chapter 5 slides • <i>My Plate on Campus Toolkit</i> • Video - <i>Basic Nutrition</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 6 Quiz • Food journal |
| 7 - 10/3-10/9 | Weight Management and the Obesity Epidemic | <p>Due Sunday, 10/9 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 6 • Chapter 6 slides • Mayo Clinic, <i>Weight Loss Basics</i> • NIH, <i>Weight Loss and Nutrition Myths</i> • Video - <i>Nutrition and Weight Management</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 7 Quiz • HCP Part 2 |

| WEEK | TOPICS | THINGS THAT ARE DUE |
|-----------------|--|--|
| 8 - 10/10-10/16 | Physical Activity and Fitness | <p>Due Sunday, 10/16 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 7 • Chapter 7 slides • <i>Physical Activity Guidelines for Americans</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 8 Quiz • Discussion - Lifetime Activities |
| 9– 10/17-10/23 | Sexual Health Reproductive Options | <p>Due Sunday, 10/23 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 9 • Chapter 10 • Chapters 9 & 10 slides • <i>Protecting Your Fertility</i> • <i>An Overview on Healthy Sexuality and Sexual Violence Prevention</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 9 Quiz • HCP Part 3 - Midpoint |
| 10– 10/24-10/30 | Sexually Transmitted Infections Addictive Behaviors and Drugs | <p>Due Sunday, 10/30 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapters 11 • Chapter 15 • Chapters 11 and 15 slides • <i>Types of Addiction</i> • Video - <i>STIs: Facts and Fiction</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 10 Quiz • Discussion - HCP 3 - Midpoint |

| WEEK | TOPICS | THINGS THAT ARE DUE |
|-------------------------|--|---|
| 11 – 10/31- 11/6 | Alcohol Tobacco | <p>Due Sunday, 11/6 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 16 • Chapter 17 • Chapters 16 & 17 slides • <i>Alcohol's Effects on the Body</i> • Video - <i>Tobacco: Risks, Laws & Habits</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 11 Quiz |
| 12 – 11/7- 11/13 | Major Diseases Infectious Illnesses | <p>Due Sunday, 11/13 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 12 • Chapter 13 • Chapters 12 & 13 slides • Mayo Clinic, <i>Infectious Diseases</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 12 Quiz • Major Disease |
| 13 – 11/14- 11/20 | Consumer Health Personal Safety | <p>Due Sunday, 11/20 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 14 • Chapter 18 • Chapters 14 & 18 • <i>9 Great Health Articles Worth Reading Again</i> <p>Assignments:</p> <ul style="list-style-type: none"> • Week 13 Quiz • Discussion - Consumer Health • HCP Part 4 |

| WEEK | TOPICS | THINGS THAT ARE DUE |
|------------------------|---|--|
| 11/23- 11/27 | Thanksgiving Break | Have fun! |
| 14 – 11/28- 12/4 | A Healthier Environment A Lifetime of Health | <p>Due Sunday, 12/4 at 11:59pm:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 19 • Chapter 20 • Chapter 19 & 20 slides • WHO, Ambient Air Quality and Health • WHO, Drinking Water and Health <p>Assignments:</p> <ul style="list-style-type: none"> • Week 14 Quiz • Environmental Health • Discussion - Apps for Lifetime Health |
| 15 – 12/5- 12/11 | Finals Period | <p>Due Sunday, 12/11 at 11:59pm:</p> <p>Assignments</p> <ul style="list-style-type: none"> • HCP Part 5 – Final Report • Final Exam • NO LATE WORK WILL BE ACCEPTED |

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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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