

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

**HEAL 230 DL1 – Introduction to Health Behavior**  
**3 Credits, Spring 2024**  
**Online – Asynchronous**  
**(16 January-8 May)**

**Faculty**

Name: Katherine L. Goodman, MSN, RN  
Office Hours: By appointment – Use email to schedule  
Office Location: Online-Zoom  
Email Address: kgoodma@gmu.edu

**Pre-requisites/Co-requisites**

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.

**Required Text**

Brannon, L., Updegraff, J., & Feist, J. (2022). Health psychology: An introduction to behavior and health (10th ed.). Boston, MA: Cengage. ISBN: 9780357375006 (soft-cover), 9780357375051 (loose-leaf).

Your textbook is part of Blackboard and is part of the fees paid to take this course. You will have access to an electronic version of the text. If you wish to opt out of the First Day program, you may do this on the Blackboard site under Course Material. 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 16 chapters. The exams are based on the 10<sup>th</sup> edition.

**Course Delivery Method**

This course will be delivered online using an asynchronous format (no set meeting times) via the Blackboard learning management system (LMS) housed in the MyMason portal

(<https://mymason.gmu.edu>) You will log in to the Blackboard course site using your Mason email name and email password.

The Blackboard course site will be available on January 16, 2024 at 12:01am.

**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: 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. In addition to the requirements above, students are required to have a device with a functional camera and microphone.

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. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

### **Course Expectations**

- **Course Week:** This asynchronous course does not have a "fixed" meeting day. Each of the 16 weeks of the course will start on Monday at 12:01am and finish on Sunday at 11:59pm. The course material will become available to students one week at a time. Note: Week one will begin on a Tuesday (Jan 16) and the course will end on a Wednesday (May 8).
- **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 two times 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 discussions.
- **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.
- **Late work:** Late work will be accepted for course assignments. Late assignments will be marked down by 10% each day. Late work will not be accepted after 7 days past the due date. One exception, late discussion board assignments will be accepted only within the week they are due. If you have an emergency or concern related to due dates and assignments, please reach out as soon as possible via email. I am here to help.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times. One-on-one sessions will take place via Zoom.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even seemingly minor and possibly thoughtless remarks in the online environment can lead to offense, and breakdown of the learning environment. Students should always re-read their responses carefully before posting them, considering how they may be interpreted and read

by others. Remember we are sharing information and learning from each other, and we are all expected to be respectful communicators. Students are expected to always exhibit professional behaviors and dispositions. See <https://cehd.gmu.edu/students/polices-procedures/>

**Learner Outcomes or Objectives**

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

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, 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, asthmas, 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.
13. Demonstrate a basic understanding of health behavior change techniques such as motivational interviewing, behavioral modification, social inoculation, irrational belief dismissal, and others.

**Assignments**

Students are expected to submit all assignments on time in the manner detailed in Blackboard LMS. This course will be graded on a point system, with a total of 1000 possible points.

<p><u>Midterm (chapters 1-8)</u>  <u>Final Exam (chapters 9-16)</u>          Each Blackboard online exam will be composed of 50 multiple-choice items. The tests are based on the content of the text as organized and presented in PowerPoint lectures. To best prepare for the tests, students should use their textbook-based notes as well as other materials provided on Blackboard.</p>	<p>200 pts. 200 pts.</p>
<p><u>Reflection Activities</u>          Each student will have a chance to reflect on the materials presented and discussed throughout the semester. Complete detailed instructions will be</p>	<p>200 pts.</p>

provided on Blackboard at least two weeks prior to the due date. There will be 4 reflection activities throughout the course. (50 points each)	
<u>Learning Check</u> There will be content questions based on the textbook and PowerPoint lectures. There will be 16 learning checks 1 or 2 each week (13.75 points each)	220 pts.
<u>Discussion Forums</u> Each student is expected to post in 9 different discussion forums and reply to two other peers' post within that forum. Each discussion forum will be based on text material and possibly other supplemental material related to health psychology. (20 points each)	180 pts.
<b>TOTAL:</b>	<b>1000 pts.</b>

### Grading Scale

A (94 - 100)	B (84 - 87)	C (74 - 77)	F (0 - 59)
A- (90 - 93)	B- (80 - 83)	C- (70 - 73)	
B+ (88 - 89)	C+ (78 - 79)	D (60 - 69)	

### Class Schedule (with due dates and points)

Week		Topic	Readings/Assignments (Note: all due dates are at 11:59pm)
1	Jan 16-21	Introducing Health Psychology	<b>Read</b> - Chapter 1 <b>Evaluate</b> – Complete learning check (due Jan 21- 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Jan 18, peer response due Jan 21 – 20pts)
2	Jan 22-28	Conducting Health Research	<b>Read</b> - Chapter 2 <b>Evaluate</b> – Complete learning check (due Jan 28- 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Jan 25, peer response due Jan 28 – 20pts)
3	Jan 29-Feb 4	Seeking and Receiving Health Care	<b>Read</b> - Chapter 3 <b>Evaluate</b> – Complete learning check (due Feb 4 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Feb 1, peer response due Feb 4 – 20pts)
4	Feb 5-11	Adhering to Healthy Behavior	<b>Read</b> - Chapter 4 <b>Evaluate</b> – Complete learning check (due Feb 11 - 13.75pts) <b>Reflect</b> – Complete Part One reflection activity (due Feb 11 – 50 points)

5	Feb 12-18	Defining, Measuring, and Managing Stress  Understanding Stress, Immunity, and Disease	<b>Read</b> - Chapters 5 and 6 <b>Evaluate</b> – Complete 2 learning checks (due Feb 18 – 27.5 pts) <b>Discuss</b> – Complete discussion post (initial post due Feb 15, peer response due Feb 18 – 20pts)
6	Feb19-25	Understanding and Managing Pain  Considering Alternative Approaches	<b>Read</b> - Chapters 7 and 8 <b>Evaluate</b> – Complete 2 learning checks (due Feb 25 – 27.5 pts) <b>Reflect</b> – Complete Part Two reflection activity (due Feb 25 – 50 points)
7	Feb 26-Mar 3		<b>Midterm Exam</b> - due 1 March Covers Chapters 1-8
8	March 4-10		<b>Spring Break!</b>
9	March 11-17	Behavioral Factors in Cardiovascular Disease	<b>Read</b> - Chapter 9 <b>Evaluate</b> – Complete learning check (due Mar 17 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Mar 14, peer response due Mar 17 – 20pts)
10	March 18-24	Behavioral Factors in Cancer	<b>Read</b> - Chapter 10 <b>Evaluate</b> – Complete learning check (due Mar 24 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Mar 21, peer response due Mar 24 – 20pts)
11	March 25-31	Living with Chronic Illness	<b>Read</b> - Chapter 11 <b>Evaluate</b> – Complete learning check (due Mar 31 - 13.75pts) <b>Reflect</b> – Complete Part Three reflection activity (due Mar 31 – 50 points)
12	April 1-7	Smoking Tobacco	<b>Read</b> - Chapter 12 <b>Evaluate</b> – Complete learning check (due Apr 7 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Apr 4, peer response due Apr 7 – 20pts)
13	April 8-14	Using Alcohol and Other Drugs	<b>Read</b> - Chapter 13 <b>Evaluate</b> – Complete learning check (due Apr 14 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Apr 11, peer response due Apr 14 – 20pts)
14	April 15-21	Eating and Weight	<b>Read</b> - Chapter 14 <b>Evaluate</b> – Complete learning check (due Apr 21 - 13.75pts) <b>Discuss</b> – Complete discussion post (initial post due Apr 18, peer response due Apr 21 – 20pts)

15	April 22-28	Exercising Future Challenges	<b>Read</b> - Chapters 15 & 16 <b>Evaluate</b> – Complete 2 learning checks (due Apr 28 – 27.5 pts) <b>Reflect</b> – Complete Part Four reflection activity (due Apr 28 – 50 points)
16	Apr 29-May 8		<b>Final Exam</b> - due May 6 Covers Chapters 9-16

\*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 <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](mailto: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](mailto:titleix@gmu.edu).

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

Mason students now have FREE access to [TimelyCare](#) – a virtual mental health and well-being platform crafted specifically for college students!

With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online at [Timelycare.com/gmu](https://timelycare.com/gmu) or [Download the app](#).