George Mason University
College of Education and Human Development

HEAL 230 DL1 – Introduction to Health Behavior
3 Credits, Fall 2024
Online – Asynchronous
(August 26-December 13)

Faculty

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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.

Course Delivery Method
This course will be delivered online using an asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 26, 2024 at 12:01am.
- To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learner Outcomes
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, 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.

Professional Standards
This course addresses the following professional standards: Not Applicable

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 Canvas 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 Canvas 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 10th edition.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
  - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools. Working webcam for exams.

- Note that 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.

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 the final week of the course will end on a Friday, December 13 @ 11:59pm

- Log in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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 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.

- Late work: Late work will be accepted for course assignments. Late assignments will be marked down by 20% each day. Late work will not be accepted after 5 days past the due date. 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 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

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

Midterm (chapters 1-8)	200 pts.
Final Exam (chapters 9-16)	200 pts.
Each Canvas 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 Canvas.	
Reflection Activities	200 pts.
Each student will have a chance to reflect on the materials presented and discussed throughout the semester. Complete detailed instructions will be provided on Canvas. There will be 4 reflection activities throughout the course. (50 points each)	
Learning Check	220 pts.
There will be content questions based on the textbook and PowerPoint lectures. There will be 16 learning checks 1 or 2 each week (13 or 14 points each)	
Discussion Forums	180 pts.
Each student is expected to post in 9 different discussion forums and follow the directions found in Canvas. Each discussion forum will be based on text material and possibly other supplemental material related to health psychology. (20 points each)	
TOTAL:	**1000 pts.**

- **Grading**
Grading Scale

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

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Class Schedule

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

Week		Topic	Readings/Assignments (Note: all due dates are at 11:59pm ET)
1	Aug 26-Sep 1	Introducing Health Psychology	**Read** - Chapter 1 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Sep1- 14pts) **Discuss** – Complete discussion post (initial post due Aug 29, peer response due Sep 1 – 20pts)
2	Sep 2-8	Conducting Health Research	**Read** - Chapter 2 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Sep 8- 14pts) **Discuss** – Complete discussion post (initial post due Sep 5, peer response due Sep 8 – 20pts)
3	Sep 9-15	Seeking and Receiving Health Care	**Read** - Chapter 3 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Sep 15 -14pts) **Discuss** – Complete discussion post (initial post due Sep 12, peer response due Sep 15 – 20pts)
4	Sep 16-22	Adhering to Healthy Behavior	**Read** - Chapter 4 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Sep 22 – 14 pts) **Reflect** – Complete Part One reflection activity (due Sep 22 – 50 points)

5	Sep 23-29	Defining, Measuring, and Managing Stress Understanding Stress, Immunity, and Disease	**Read -** Chapters 5 and 6 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete 2 learning checks (due Sep 29 – 28pts) **Discuss** – Complete discussion post (initial post due Sep 26, peer response due Sep 29 – 20pts)
6	Sep 30-Oct 6	Understanding and Managing Pain Considering Alternative Approaches	**Read -** Chapters 7 and 8 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete 2 learning checks (due Oct 6 - 28 pts) **Reflect** – Complete Part Two reflection activity (due Oct 6 – 50 points)
7	Oct 7-Oct 13		**Midterm Exam –** due October 13 Covers Chapters 1-8
8	Oct 14-Oct 20	Behavioral Factors in Cardiovascular Disease	**Read -** Chapter 9 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Oct 20 – 14 points) **Discuss** – Complete discussion post (initial post due Oct 17, peer response due Oct 20 – 20pts)
9	Oct 21-Oct 27	Behavioral Factors in Cancer	**Read -** Chapter 10 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Oct 27 - 14pts) **Discuss** – Complete discussion post (initial post due Oct 24, peer response due Oct 27 – 20pts)
10	Oct 28-Nov 3	Living with Chronic Illness	**Read -** Chapter 11 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Nov 3 – 14 pts) **Reflect** – Complete Part Three reflection activity (due Nov 3 – 50 points)
11	Nov 4-10	Smoking Tobacco	**Read -** Chapter 12 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Nov 10 - 14pts) **Discuss** – Complete discussion post (initial post due Nov 7, peer response due Nov 10 – 20pts)
12	Nov 11-17	Using Alcohol and Other Drugs	**Read -** Chapter 13 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Nov 17 - 13pts) **Discuss** – Complete discussion post (initial post due Nov 14, peer response due Nov 17 – 20pts)

13	Nov 18-24	Eating and Weight	**Read -** Chapter 14 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete learning check (due Nov 24 - 13pts) **Discuss** – Complete discussion post (initial post due Nov 21, peer response due Nov 24 – 20pts)
14	Nov 25-Dec 1	Break	**Thanksgiving week – no assignments** Enjoy your family, friends and food.
15	Dec 2-8	Exercising Future Challenges	**Read -** Chapters 15 & 16 **Watch** – Lecture (link in Canvas) **Evaluate** – Complete 2 learning checks (due Dec 8 - 26 pts) **Reflect** – Complete Part Four reflection activity (due Dec 8 – 50 points)
16	Dec 9-13		**Final Exam -** due Dec 13 Covers Chapters 9-16

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:
https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 your LMS should be directed to:
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

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.