GEORGE MASON UNIVERSITY
College of Education and Human Development
Health

HEAL 230 DL1 Introduction to Health Behavior
3 Credits, Spring 2017
Distance Learning

Faculty
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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.

Course Delivery Method
This course will be delivered online using an **asynchronous** (not "real time") 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 Jan 23, 12:01a. There will also be synchronous learning activities through Bb Collaborate (by appointment).

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. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool.

*Expectations***:**
- Course Week**:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Mon, and **finish** on Sun.
- 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 2 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester/session, which include viewing of 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 at some point in 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. Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support**:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to the Mason campus can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your 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. I suggest that you always re-read your responses carefully before you post them, so others do not consider them as personal offenses. **Be positive in your approach to others and diplomatic in selecting your words.** I will do the same. Remember, you are not competing with classmates, but sharing information and learning from one another as well as from the instructor.

- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability services.

Learner Outcomes or 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. (2014). <u>Health psychology: An introduction to behavior and health</u> (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN: 9781133593072. Additional course material at Blackboard.

Course Performance Evaluation
This course will be graded on a point system, with a total of 100 possible points. Students are expected to submit all assignments on time (e.g. Blackboard). Fieldwork is not required for this course.

Assignments and/or Examinations	Possible Points
<u>Tests</u> Test 01 (covers chapters 1-5/6) Test 02 (covers chapters 7-11) Test 03 (covers chapters 12-16) Each Blackboard online exam is composed of 50 multiple-choice items and 1 theory question. The tests are based on the content of the text as organized and presented in PowerPoint^{TM} lectures. Each test will be graded 0-100 points. Tests 01 and 02 are weighted .15 of overall grade whereas Test 03 is weighted .20 of overall grade. To best prepare for the tests, students should use their textbook-based notes as well as PowerPoint lecture slides. Multiple-choice items will measure students' abilities to identify/recall, differentiate, apply and analyze subject material. The theory question will measure students' abilities to analyze, synthesize and evaluate.	50 points

<u>Short Essay Quizzes</u> There will be 10 short essay quizzes based on subject material covered in lecture and found in the textbook. Each short essay quiz will be graded 0-3 points with a total of 30 possible points that will be factored directly into the overall grade. The short essay questions will measure students' abilities to apply and analyze subject material.	30 points
<u>Discussion Forums</u> 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 completed by the student and then discussed at the forum. Each posting with reply is worth 2 points 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	**100 points**

Grading Scale

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

Students are expected to exhibit professional behaviors and dispositions at all time.

Class Schedule

Each class session will be a combination of lecture, small group work, video discussion and other class activities.

	WEEK	TOPIC	READINGS/ASSIGNMENT DUE
1	Jan 23- 29	Introduction	Chapter 1 Introduction
2	Jan 30-Feb 5	Health behavior research	Chapter 2 Conducting Health Research (*Short essay quiz 1* due Feb 5 end of day, covers chs 1 & 2) (*Discussion forum 1* due Feb 5 end of day)
3	Feb 6-12	Health (help) seeking	Chapter 3 Seeking and Receiving Health Care (*Short essay quiz 2* due Feb 12 end of day covers ch 3) (*Discussion forum 2* due Feb 12 end of day)
4	Feb. 13-19	Adhering to health advice and care	Chapter 4 Adhering to Medical Advice (*Short essay quiz 3* due Feb 19 end of day covers ch 4) (*Discussion forum 3* due Feb 19 end of day)
5	Feb 20-26	Managing stress	Chapter 5 Defining, Measuring and Managing Stress; Chapter 6 Understanding Stress, Immunity and Disease **Test 01 due Feb 26 end of day covers chs 1-6**
6	Feb 27-Mar 5	Managing pain Alternative health behavior	Chapter 7 Understanding and Managing Pain Chapter 8 Considering Alternative Approaches (*Short essay quiz 4* due Mar 5 end of day, covers chs 7 & 8) (*Discussion forum 4* due Mar 5 end of day)
7	Mar 6- 12	Behavioral factors in cardiovascular disease	Chapter 9 Behavioral Factors in Cardiovascular Disease (*Short essay quiz 5* due Mar 12 end of day covers ch 9) (*Discussion forum 5* due Mar 12 end of day)
		Mid-semester break	
8	Mar 13-20	Behavioral factors in cancer	Chapter 10 Behavioral Factors in Cancer (*Short essay quiz 6* due Mar 20 end of day, covers ch 10) (*Discussion forum 6* due Mar 20 end of day)
9	Mar 20-26	Living with chronic illness and disease	Chapter 11 Living with Chronic Illness **Test 02 due Mar 26 end of day covers chs 7-11**
10	Mar 27-Apr 2	Not smoking	Chapter 12 Smoking Tobacco (*Short essay 7 quiz* due Apr 2 end of day covers ch 12) (*Discussion forum 7* due Apr 2 end of day)
11	Apr 3-9	Using alcohol and drugs	Chapter 13 Using Alcohol and Other Drugs (*Short essay quiz 8* due Apr 9 end of day covers ch 13) (*Discussion forum 8* due Apr 9 end of day)

	WEEK	TOPIC	READINGS/ASSIGNMENT DUE
12	Apr 10-16	Healthy eating and managing weight	Chapter 14 Eating and Weight (*Short essay quiz 9* due Apr 16 end of day, covers ch 14) (*Discussion forum 9* due Apr 16 end of day)
13	Apr 17-23	Exercising	Chapter 15 Exercising (*Essay quiz 10* due Apr 23 end of day covers ch 15) (*Discussion forum 10* due Apr 23 end of day)
14	Apr 24-May 1	The Future	Chapter 16 Future Challenges **Test 3 due May 1 end of day covers chs 12-16**

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 collaborative, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: https://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://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 http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- 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 http://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/. d

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