Prerequisites: None

I. Course Description: Principles of consumer concepts, marketing, economic protections and sources of information in selecting health products and services. Analysis of major consumer health issues and the social and psychological factors that influence consumer choices. NO critical assignments related to accountability and accreditation are administered in this course.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students. This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes – The student will learn to:
- Identify health products from quackery (NCHEC I).
- Discuss various advertising techniques to entice consumers (NECHEC VII).
- Describe the legal, ethical, and philosophical foundations of a health educator (NCHEC, VI, VII).
- Explain how to obtain information related to health related products (NCEHC VII).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. EXAMINATIONS (NCHEC I) - There will be three in-class exams worth 100 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” Exams will be administered using Scantron sheets and/or paper test forms. You are required to bring a Scantron form 882-E to each exam with a #2 pencil. SEE Section V for exam content. All D2L and in-class lecture content is fair for the exams! This includes discussions on articles, videos, documentaries and webpages!

2. HEALTH BUSTER (NCHEC I, III, IV, VI, VII) - A team of four students will be created to research a consumer health topic, which must be selected from the Student Activity Options document. No duplication of Student Activity Options will be allowed. The Health Buster assignment will be three-part and on the same topic/consumer health assignment!

Health Buster Part 1 – The team will submit an electronic copy of a response that thoroughly answers the question/statement from the Students Activity Option document (consumer health topic). Specifics of assignment will be distributed in class and found on D2L. Worth 50 points.
Health Buster Part 2 – Each group will find an advertisement that promotes their team’s consumer health topic and submit a copy of the advertisement attached with a 1-2 page summary. Specifics of assignment will be distributed in class and found on D2l. Worth 50 points.

Health Buster Part 3 - The team will identify two websites that promotes their team’s consumer health topic. A scorecard will be used to evaluate the websites and a report will be submitted. Specifics of assignment will be distributed in class and found on D2l. Format - The first page will include your name and a Table of Content with assignments listed in numerical order. The following pages are the specific assignments. See Section V for submission date.

Worth 50 points.

Health Buster Video (Optional): The team will record a 10 minute video to discuss the results from all three parts of their Health Buster assignments! Every team member must contribute to the video in equal proportions i.e., equal time contribution for the group to qualify for the bonus points! If an individual group member records only their video, he/she will not qualify for bonus points- it must be a team effort. Additional information about things to discuss will be given during lecture and on/d2l!

Worth 10 points

EXTRA CREDIT/PARTICIPATION (ECP) – You are eligible for a maximum 5 ECP points - Will be used for attendance AND participation purposes. IF YOU ARE NOT IN CLASS FOR AN ECP YOU WILL NOT BE ALLOWED TO MAKE IT UP (unless school sponsored event). Every tardy or absence equates to a deduction of 1 ECP point. For example, if you are tardy 4 times the maximum ECP points will be 1. BE IN CLASS and ON TIME!

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 80-89%</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79%</td>
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<tr>
<td>HB Part 1</td>
<td>50</td>
<td>D = 60-69%</td>
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<tr>
<td>HB Part 2</td>
<td>50</td>
<td>F = Below 59%</td>
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<tr>
<td>HB Part 3</td>
<td>50</td>
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<tr>
<td>Course Evaluation</td>
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<tr>
<td>Bonus*2</td>
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<tr>
<td>ECP**</td>
<td>5</td>
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</tbody>
</table>

FINAL POINT TOTAL 450 points

**Attendance (See Section III for how ECP can and will be used for attendance).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Tentative Topics Covered</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/27 - 08/31</td>
<td>Syllabus: Discussion on class expectations, assignments overview, exams and projects</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 1</td>
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<td></td>
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<td>Define consumer health; What are characteristics of a good consumer?</td>
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<tr>
<td>2</td>
<td>09/03 to 09/07</td>
<td>Chapter 1</td>
<td>Health Buster Topic</td>
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<tr>
<td></td>
<td></td>
<td>What are characteristics of a good consumer?</td>
<td>DUE (D2L email)</td>
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<tr>
<td></td>
<td></td>
<td>What is scientific method?</td>
<td>Due: 09/09 (Sun) @ 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to pick a medical professional- Skit + Discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09/10 to 09/14</td>
<td>Documentary “Sick Around the World”: Viewing + Discussion</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Documentary “Sick Around the World”: Discussion + Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>Describing the American Health Care System</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>09/17 to 09/21</td>
<td>No Class on September 17, 2018</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Documentary “Dentists and Dollars”: Viewing + Discussion</td>
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<tr>
<td>5</td>
<td>09/24 to 09/28</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Detecting health fraud</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Exam #1- In-Class</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Details</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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</tbody>
</table>
| 6    | 10/01 to 10/05 | **Chapter 4**
Health Insurance Literacy

HB- Part 1 Group Workshop |
| 7    | 10/08 to 10/12 | **Chapter 5**
*How to select the right medications?*

**Chapter 9**
Health Advertising |
| 8    | 10/15 to 10/19 | **Chapter 6**
Complementary and Alternative Medicine (CAM)

PBS Frontline: “The Alternative Fix”
Discussion |
| 9    | 10/22 to 10/26 | **Chapter 7 & Self-Care.**

HB- Part 2 Group Workshop |
| 10   | 10/29 to 11/02 | **Exam #2 In-Class**

**Chapter 8**

†

Documentary “Hungry for Change”
Viewing + Discussion (Tentative) |
| 11   | 11/05 to 11/09 | **Food Safety and Prevention**

Documentary “Food Inc.”:
Viewing + Discussion (Tentative) |
VI. Readings (Required and recommended – including texts, websites, articles, etc.):
- D2L

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance and Excuse Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and
assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

- See Section V for how ECP can and will be used for attendance.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information**
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory; non-binding evaluation of an individual has self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   - You are eligible to request a Preliminary Criminal History Evaluation if:
     - You enrolled or planning to enroll in an educator preparation program or
     - You are planning to take a certification exam for initial educator certification, and
     - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandatory examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

**IX. Other Relevant Course Information:**

ALL ASSIGNMENTS ARE DUE DURING CLASS TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED – this is a 300 level class! MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO REVISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!
Respect your instructor, your classmates, and yourself!

HSC 337 Consumer Health - Curriculum Alignment

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>NCHEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Busters</td>
<td>I, III, IV, VI, VII</td>
</tr>
<tr>
<td>Exam 1</td>
<td>I</td>
</tr>
<tr>
<td>Exam 2</td>
<td>I</td>
</tr>
<tr>
<td>Exam 3</td>
<td>I</td>
</tr>
</tbody>
</table>

Refer to PCOE website for master list of standards