Instructor: John E. Stewart, PhD, MPH  
Office: HPE Rm 213  
Office Hours: MW 11am-noon; TTh 10am-11:30am and by appointment  
Phone: 936-468-5497  
Email: John.Stewart@sfasu.edu  
Credits: 3 hours  

Course Time & Location: MW 1-2:15pm in HPE Rm 223  

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.  

Diversity Statement:  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.  

Course Justification: This is a face-to-face course that will meet for 150 minutes of classroom time/direct instruction per week for 16 weeks. Students will have out-of-class assignments including chapter readings, a group project and presentation. This course addresses NCHEC’s competency areas I, III, IV, VI, and VII through three examinations and a major project that students work on throughout the semester. These activities will require at a minimum 6 hours of work each week to prepare outside of class engagement time for course content learning.  

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:

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.” SEE Section V for exam content.

QUIZZES (NCHEC I) – There will be 6 quizzes (10 points each) administered during the semester related to textbook chapters and topics addressed in class. Each quiz will cover material recently presented in class (i.e., quizzes are not cumulative).Quizzes are NOT scheduled; they may be administered during any class period. Students who are absent for a quiz will receive a score of 0 for that quiz. Students cannot retake missed quizzes without a valid documented excuse.

LEARNING EXERCISES –Hands-on and computer-based exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. There will be a total of 6 exercises, each worth 10 points. Most of these exercises are designed to be completed during class; however, a few exercises you will undertake on your own time outside of class. All exercises will include detailed instructions and due dates/times. Learning exercises ARE NOT scheduled; they may be introduced and distributed during any class period. Students who are absent for a learning exercise will receive a score of 0 for that exercise. Students cannot make up a missed learning exercise without a valid documented excuse.

HEALTH BUSTER (NCHEC I, III, IV, VI, VII) - Teams of four or five (4-5) students will be created to research a consumer health topic, which must be selected from the Student Activity Options document (to be provided in class and on D2L). No duplication of Student Activity Options will be allowed (i.e., each team will research a different topic). The Health Buster assignment consists of four (4) parts.
Health Buster Part 1 – The team will submit a hard 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 30 points.

Health Buster Part 2 – Each student will find two (2) advertisements that relate to their team’s consumer health topic and submit a copy of the advertisements attached with a 1-2 page summary. Specifics of assignment will be distributed in class and found on D2L. Worth 30 points.

Health Buster Part 3 - The team will identify two (2) websites that relate to their team’s consumer health topic. A scorecard will be used to evaluate the websites and a 1-2 page summary report will be submitted. Specifics of assignment will be distributed in class and found on D2L. Worth 30 points.

Health Buster Part 4 - The team will prepare and present a PowerPoint presentation 15-20 minutes in length summarizing the key findings and consumer health implications related to their health topic. A scorecard will be used to evaluate individual team member contributions to the overall Health Buster project, based on group peer review. Specifics of assignment will be distributed in class and found on D2L. Worth 40 points.

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>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>HB Part 1</td>
<td>30</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>HB Part 2</td>
<td>30</td>
<td>F = Below 59%</td>
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<tr>
<td>HB Part 3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HB Part 4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**FINAL POINT TOTAL** 550 points
### Tentative Course Outline/Calendar

(V. Tentative Course Outline/Calendar) (Exam dates are firm. Other scheduled topics are subject to change. Changes to the Schedule, if necessary, will be announced in class. Associated readings, due dates, and reminders will be provided in class and will appear on the D2L Course Calendar.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>&quot;Tentative&quot; topic/text readings covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 15</td>
<td>Class introductions; Syllabus review; Define consumer health; What are characteristics of a good consumer? * Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan 20</td>
<td>MLK Jr. Holiday – No Class!!</td>
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<tr>
<td></td>
<td>Jan 22</td>
<td>What are characteristics of a good consumer? What is the scientific method? * Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan 27-29</td>
<td>How to pick a medical professional? Describing the American Health Care System * Chapter 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Buster topic DUE on Wednesday, Jan 29</td>
</tr>
<tr>
<td>4</td>
<td>Feb 3-5</td>
<td>Describing the American Health Care System; Detecting health fraud * Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>5</td>
<td>Feb 10-12</td>
<td>Detecting health fraud; What is health literacy? * Chapter 3; Exam #1 on Wednesday, Feb 12</td>
</tr>
<tr>
<td>6</td>
<td>Feb 17-19</td>
<td>Navigating health insurance; * Chapter 4</td>
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<tr>
<td></td>
<td></td>
<td>HB Part 1 DUE on Wednesday, Feb 19</td>
</tr>
<tr>
<td>7</td>
<td>Feb 24-26</td>
<td>How to select the right medications * Chapter 5</td>
</tr>
<tr>
<td>8</td>
<td>Mar 2-4</td>
<td>How safe are Complementary and Alternative Medicine (CAM) practices? * Chapter 6</td>
</tr>
</tbody>
</table>
### VI. 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!**
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.

VII. Student Ethics and Other Policy Information:

_____ Class Attendance and Excused 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 (including the first 12 day attendance report) 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.

_____ Academic Accommodation 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, 936-468-3004 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/.

_____ Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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. 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 policy 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 Early Alert Program at SFA.

Additional Information:

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’s 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VIII. Other Relevant Course Information:

1. Laptops, Netbooks, E-readers, iPods and similar devices may be used ONLY at the direction of the Instructor and ONLY for classroom learning purposes.

2. Cell phones should be set to silent or turned off before class begins and should be placed out of sight (e.g., in backpacks or pockets).

3. Exams are CLOSED BOOK. Use of the text, notes, cell phone, or other reference materials during exams will result in a grade of zero (0).

4. No reading of outside (non-class related) materials, listening to MP3 devices, or wearing ear phones or ear buds.

5. Students sleeping or giving the appearance of sleeping during class will be counted absent.

6. Respect is extremely IMPORTANT. Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions and respect the privacy of students who share their thoughts and experiences in class. RESPECT your yourself, your classmates, your Instructor, and the classroom learning environment. Disorderly, disruptive, or distracting behavior that interferes with classroom learning will not be tolerated, and may result in a letter grade reduction or grade of “F” for the course.
7. Assignments handed in after a specified due date/time WILL NOT be accepted and make-up work (e.g., exercises, quizzes, and exams) WILL NOT be allowed unless a legitimate reason exists and alternative arrangements have been approved previously by the Instructor (see Section VII of the syllabus, Attendance).

8. Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

   o Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. Stewart.

   o When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

   o If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...” DO NOT WRITE: “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

   o Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class and section you are enrolled in, such as: “Dear Dr. Stewart, I am a student enrolled in your HSC 121 MWF @ 10 am course.”

   o Also, please include a brief description of the subject of your email in the subject line of the email.

   o Be concise.

   o Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

   o When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (e.g., Dr. Stewart, Professor Stewart) and establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

FAILURE TO FOLLOW THE EXPECTATIONS OUTLINED ABOVE CAN RESULT IN BEING DISMISSED/DISENROLLED FROM CLASS.