Department of Kinesiology & Health Science  
HSC 337 003– Consumer Health  
Student Syllabus, Spring 2020

Professor: Dr. Mary I. Hawkins, PhD, CHES  
Course Time: MW 2:30-3:45 pm  
Course Location: HPE 223  
Office: HPE Rm 214  
Off Hours: MW 9-11 am & T 12:30-1:30 pm or by appointment  
Office Phone: (936) 468-1610  
Email: hawkinsmi@sfasu.edu  
Credits: 3 hours  
Prerequisites: None

I. Course Description: HSC 337 addresses 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 is explored. Consumer health is a face-to-face course that will meet 150 minutes of physical classroom time with direct instruction per week for 15 weeks. The course addresses NCHEC’S competency areas I, III, IV, VI, VII, through 3 examinations and a major project that students complete 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. No critical assignments related to accountability and accreditation are administered in this course. The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
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 2: Our students will be engaged and empowered.  
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).

Course Objectives: Upon completion of this course, the student will be able to:
1. Identify health products and quackery (NCHEC I).
2. Discuss various advertising techniques to entice consumers (NCHEC VII).
3. Describe the legal, ethical, and philosophical foundations of a health educator (NCHEC VI, VII).
4. Explain how to obtain information related to health related products (NCHEC VII).
5. Recognize various health information sources at local, state, and national, and international levels (NCHEC I).

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

- **INSTRUCTIONAL STRATEGIES** - This course will be conducted in a face to face classroom as well as on Brightspace (D2L). This is a spring semester course which lasts from January 15th through May 8th, approximately 16 weeks. Instructional activities in this class will include classroom education, group activities, research activities, writing activities, and online activities. Students are expected to purchase the book and to read the required chapters as well as view any additional materials to prepare for activities and tests. Technology will be used to view research and educational materials as well as for submission of work.

Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at hawkinsmi@sfasu.edu. Make sure to include your name and the class in the email. Also, the instructor will check emails at least twice a day, but not after 5 pm on any given day and not on the weekends. Students can expect a response to email within 24-48 hours of their contact efforts. If students need to discuss anything with the instructor, email for an appointment or please schedule a face to face, telephone, or video meeting.

- **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.” Students are not permitted to leave the room once they have begun the exam. No talking will occur during testing. No cell phone or personal electronic device use will occur during testing. Any violation of the aforementioned policies will result in a zero on the test. Exams will be administered using Scantron sheets and/or paper test forms. Students are required to bring a Scantron form 882-E to each exam with a #2 pencil.

- **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). Students are required to complete some portions of the health buster activities as a team. Students must cooperate with each other to collect research, make decisions about submissions, and to create the final powerpoint and presentation. Failure to participate with the team will result in a score of 0 for the team member who failed to collaborate. Students will have the opportunity to score their team members'
participation in the health buster project parts. The Health Buster assignment consists of five (5) 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 40 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 40 points.

**Health Buster Part 3 - The team** will identify four (4) 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 40 points.

**Health Buster Part 4 - The team** will identify four (4) peer-reviewed journal articles that relate to their team’s consumer health topic. A 1-2 page summary report will be submitted. Specifics of assignment will be distributed in class and found on D2L. Worth 40 points.

**Health Buster Part 5 - 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.

- **Peer Evaluation** - Each member of the team will have the opportunity to rate their team members anonymously for contributions to the class project. Worth 25 points.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 pts</td>
<td>19%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 pts</td>
<td>19%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 pts</td>
<td>19%</td>
</tr>
<tr>
<td>HB Part 1</td>
<td>40 pts</td>
<td>(7.6%)</td>
</tr>
<tr>
<td>HB Part 2</td>
<td>40 pts</td>
<td>(7.6%)</td>
</tr>
<tr>
<td>HB Part 3</td>
<td>40 pts</td>
<td>(7.6%)</td>
</tr>
<tr>
<td>HB Part 4</td>
<td>40 pts</td>
<td>(7.6%)</td>
</tr>
<tr>
<td>HB Part 5</td>
<td>40 pts</td>
<td>(7.6%)</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>25 pts</td>
<td>(5.0%)</td>
</tr>
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**FINAL POINT TOTAL** 525 pts (100%)
**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>“Tentative” topic/text readings covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class introductions; Syllabus review; Define consumer health; What are characteristics of a good consumer? * Chapter 1</td>
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<tr>
<td>2</td>
<td>What are characteristics of a good consumer? What is scientific method? Describing the American Health Care System * Chapters 1 &amp; 2</td>
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</table>
| 3    | Describing the American Health Care System; Detecting health fraud * Chapters 2 & 3  
  * **Health Buster topic DUE** |
| 4    | Describing the American Health Care System; Detecting health fraud * Chapters 2 & 3 |
| 5    | Health insurance * Chapter 4  
  * **Exam #1 (Ch 1-3, health literacy)** |
| 6    | Health insurance; Medications * Chapters 4 & 5  
  * **HB Part 1 DUE** |
| 7    | How safe are Complementary and Alternative Medicine (CAM) practices? * Chapter 6 |
| 8    | Advertising * Chapter 9  
  * **HB Part 2 DUE** |
| 9    | * **Spring Holiday** |
| 10   | Dietary supplements * Chapter 7  
  * **Exam #2 (Ch 4,5,6,9)** |
| 11   | Tips for successful weight management * Chapter 8 |
| 12   | Consumer protection agencies * Chapter 10  
  * **HB Part 3 DUE** |
| 13   | Selected current consumer health topics |
| 14   | Selected current consumer health topics  
  * **HB Part 4** |
| 15   |  
  * **HB Part 5 - Group Presentations** |
| 16   | Exam #3 (Ch. 7,8,10 & selected topics) (Date and time announced in class and posted on D2L.) |
VI. Required Readings and Materials:


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. **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.

VIII. 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 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. 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.
IX. Other Relevant Course Information/Course Policies:

1. **Late Work**: No late work will be accepted. This is a 300 level class and students should be submitting high quality professional level work when it is due. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments prior to submission. Late assignments turned in or posted after a deadline will not be accepted unless an official extension has been granted by the instructor prior to the deadline.

2. **Make Up Exams**: Students who are absent on test days without advance, person-to-person communication with the instructor shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up exams will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam).

3. **Class Attendance, Class Tardies, and Participation**: Arriving on time to class is important and as such two tardies will be counted as one absence. This class meets twice weekly and any absences after 2 will negatively affect the final grade. Students who miss more than 3 weeks of classes (6 class periods) without an approved excused absence will lose all participation and homework points and receive an entire letter grade reduction. Students are encouraged to contact the professor immediately when any event occurs which could affect course outcome.

5. **Cell Phones and Electronic Devices**: All students must turn off/mute their cell phones when entering the classroom and then put the device out of sight. Any cell phones that are visible will be confiscated until the end of class. If you are using a tablet or computer to take notes in class, then the instructor reserves the right to view the screen and materials on that device at any time during the course of the class. If a student is found to be using the device for something other than taking notes or class activities, then the device will be confiscated and returned after class. The instructor can then deny the student the right to bring/use the device in the classroom for the rest of the semester.