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.

Course Justification: HLTH 3337 “Consumer Health” (3 credits) meets two times each week (TR) in 75-minute segments for 16-weeks via face-to-face and a two-hour final exam. Students have significant weekly reading requirements, are expected to be present for extra credit participation points, take three quizzes (one of those is the 2-hour final quiz), are required to upload an advertisement analysis, a Health Buster assignment, and various Dropbox assignments. These activities average at a minimum 6-12 hours of work each week to prepare outside of classroom hours.

Course Delivery: Face-to-Face

Prerequisites: None

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 (Public Health):

1. The student will design and implement a health behavior change plan.
   HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)
2. The student will be able to communicate health information.
   HLTH 2360 – Health Brief (NCHEC I, VI, & VII)
3. The student will be able to develop a document that assess and implements a health topic.
   HLTH 3360 - Poster Presentation (NCHEC I, III, VI & VII)
4. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions.
   HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
5. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue.
   HLTH 4389 – Health Proposal (NCHEC I, II, & V)

Student Learning Outcomes – The student will learn to:

1. Identify health products from quackery (NCHEC I).
2. Discuss various advertising techniques to entice consumers (NECHEC 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 (NCEHC VII).

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

- **ADVERTISEMENT ANALYSIS** (NCHEC I, III, IV) – Each student will select and analyze a health advertisement. The analysis is a 1-2-page typed document in paragraph form (double spaced, with 1" margins.) All ten of the bulleted items must be referred to in your analysis. At the top of page 1 type your name and class followed by your analysis (See “Advertisement Analysis EXAMPLE”) for an example of the assignment. The last page of your analysis is the scanned advertisement and uploaded as one document. **Worth 50 points.**

A detailed assignment description and rubric for the Advertisement Analysis can be found on D2L.

- **HEALTH BUSTERS (HB)** (NCHEC IV, VI, VII) – Students will be assigned to a group and each group will be assigned a health topic. “Health Busters” includes two assignments - an Individual (IND) assignment and a Group assignment.
  1. Scorecards (IND): Each student will evaluate an online health information website (must be a website that provides information about your group’s assigned topic). Each student in the group must evaluate a different website. Each student will upload the scorecard as one document (total of 2 pages) into the Scorecard (IND) Dropbox. **Worth 50 points.**
  2. Report (Group): The group will select two scorecards from the group member’s IND submissions. The selected scorecards will be used to develop a powerpoint and an evaluation of the two websites. **Worth 100 points.**

A detailed assignment description and rubric for the Scorecard and the Report can be found on D2L.

- **DROPBOX (DB) ASSIGNMENTS** - Each student will submit the dropbox (DB) assignments. All are required assignments that are due the date and time noted on the syllabus, calendar, &/or Dropbox tab. The DB assignments include:
  1. How to Understand and Interpret… (IFIC Key Points document) - IFIC DB
  2. Speak Up Campaign Review - Speak Up DB
  3. Dollars and Dentists (Film Study Worksheet Documentary) - $ & D DB
  4. Online vs Store - Online DB
  5. 4 TBD DB

  #3-4 are worth 3 points each and #5 is four TBD worth 3 points each (total 24 pts)

- **EXTRA CREDIT PARTICIPATION (ECP)** – You are eligible for a **maximum of 5 ECP points.** All must be typed (check Section V for DUE date). Can and will be used for attendance purposes. If you have more than 4 absences and/or tardies you are not eligible...
for ECP points (unless school sponsored events). **WORTH 5 BONUS POINTS.**

- **QUIZZES (NCHEC I)** - There will be three quizzes **worth 100 points each.** Quizzes may include a variety of question types including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. If unable to take a quiz on a scheduled date and time the students must notify me prior to quiz time in order to make-up the quiz, if not notified prior to the quiz date and time the student will earn a “0.” QUIZZES will be administered on-line. See Section V for exam content.

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

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>100 pts</th>
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<tbody>
<tr>
<td>Quiz 2</td>
<td>100</td>
</tr>
<tr>
<td>Quiz 3 (Final)</td>
<td>100</td>
</tr>
<tr>
<td>Advertisement Analysis</td>
<td>50</td>
</tr>
<tr>
<td>HB Scorecard (IND)</td>
<td>50</td>
</tr>
<tr>
<td>HB Report (Group)</td>
<td>100</td>
</tr>
<tr>
<td>Dropbox</td>
<td>24</td>
</tr>
<tr>
<td>ECP**</td>
<td>5 bonus pts</td>
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</tbody>
</table>

**Attendance (see Section III for how ECP and Dropbox assignments can and will be used for attendance).**

Grading Scale is based on 524 total points:

- A = 90% 471+
- B = 80-89% 419-470
- C = 70-79% 367-418
- D = 60-69% 314-366
- F = below 59% below 313

### V. Tentative Course Outline/Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced thorough D2L email, D2L course news, and on the D2L calendar. **All assignments are due (uploaded into D2L) by 5 pm on the due date listed below.** Quizzes #1 & 2 will be taken online during class time. Quiz # 3 will be taken online on final schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Preparation</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Welcome to the Class</td>
<td>Clarify assignments &amp; seating chart on R, August 31</td>
</tr>
<tr>
<td></td>
<td>Preview Who is Dr. Rust &amp; Day 1 PPT</td>
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<tr>
<td></td>
<td>Preview 1 Good Consumer PPT</td>
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</tr>
<tr>
<td>Wk 2</td>
<td>Preview 1 Good Consumer PPT</td>
<td>Can you buy good health? Discuss SFA Wellness Model</td>
</tr>
</tbody>
</table>

Updated: August 2023
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Wk 3 | - Prior to coming to class on Thursday read IFIC - *How to Understand and Interpret*...  
- Preview 2 American Health Care System PPT  
- Go to Stop Medicare Fraud and learn how to report Medicare Fraud  
- Your uploaded document should have your comments from the lecture/notes |
| Wk 4 | - Preview 3 Health Fraud PPT  
  - Watch *Life and Death in Assisted Living*  
  - Watch *Dollars and Dentists*  
- Go to Joint Commission, click on "resources" click on "for consumers" click on "Speak Up Campaigns". Watch one of the campaigns and upload a 1/2-page reflection typed into Speak Up DB by R, Sept. 21. Worth 3 points. |
| Wk 5 | Catch up from Week 1-4; review for Quiz 1  
- After watching *Dollars and Dentists*, use the Film Study Worksheet Documentary to answer the questions. Upload completed worksheet into the $ & D DB by R, Sept. 28. Worth 3 points  
- Quiz #1 online R, Sept. 28 from 11 until 12:15 |
| Wk 6 | - Preview 4 Health Insurance PPT  
- Preview 5 Medications PPT  
- *Read Avoiding Drug Interactions*  
- Watch the YouTube video and refer to the document titled *FDA Approval Process*  
- Work on Internet vs Store worksheet outside of class  
- Upload the Online vs Store Worksheet into Online vs Store DB on R, Oct. 12. Worth 3 pts. |
| Wk 7 | - Preview Complementary & Integrative (CI) Medicine PPT  
- Your assigned group will be given a CI practice to research. On R, Oct. 12 your group will return to class and report on your CI Practice using the TV Activity as a format  
- Upload HB Scorecard (IND) to Scorecard (IND) DB by R, Oct. 19. Worth 50 points |
| Wk 8 | - Watch the YouTube ODS video. Who is ODS? What do they do for the consumer?  
- Check out the Office of Dietary Supplements website  
- Preview 7 Dietary Supplements PPT  
- What does USP verified mean? Find the answer on USP Verified Mark  
- Quiz #2 on R, Oct. 26 from 11-12:15 |
| Wk 9 | - Preview 9 Advertising PPT  
- Be prepared to discuss the article *Basic of Drug Ad*  
- Preview 10 Consumer Protection PPT  
- Review for Quiz 2 |

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| Wk 10 | • Preview Self Care PPT | Upload Advertisement Analysis into AA Dropbox by R, Nov. 2. Worth 50 points |
| Wk 11 | • Preview 8 Weight Management  
• Go to *US News Best Diets* | Email to me @ drust@sfasu.edu  
HB Report (Group) on R, Nov.9 |
| Wk 12 | • Preview Food Nut PPT  
• Play Food Safety Jeopardy PPT | |
| Wk 13 | | NO class T and R –  
Thanksgiving Holiday |
| Wk 14 | | TDB DB (all 4) due on R, Nov. 30 |
| Wk 15 | • Catch-up  
• Quiz 3 (Final) Review | • Upload ECP to ECP Dropbox by R, Dec. 5  
• Course Eval due by 11:59 pm on Sunday, Dec. 10 |
| Finals Week | | Quiz 3 (final) on T, Dec. 12 at 10:30 until 12:30 |

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VI. **Readings (required and recommended) – including texts, websites, articles, etc.**

The course has a Brightspace site that can be found at d2l.sfasu.edu. **You are responsible for all announcements and materials presented on this web page, so you must check it daily.** Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact me ASAP. A great resource for Brightspace or Zoom questions can be found at [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support)

VII. **Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 Perkins College of Education, 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 summarized data will not be available to the instructor until after final grades are posted.
VII. Student Ethics and Other Policy
Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being
SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

IX. Resources

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
X: Other Relevant Course Information:

**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.
- **FOR FORMATIVE FEEDBACK THE ASSIGNMENT MUST BE EMAILED TO ME 72 HOURS PRIOR TO THE DUE DATE AND TIME.**
- **IF UPLOADED TO DROPBOX NO FORMATIVE FEEDBACK WILL BE PROVIDED!**

**Final grades** – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.

**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:

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

- 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.**

- **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.

- **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. Rust, I am a student enrolled in your HLTH 3337 MWF @ 9 am course.”

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

- **Be concise.**

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

- **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].”