Instructor: Dr. Sam Jameson  
Office: SGA 101  
Office Phone: 936-468-6808  
Other Contact: 936-468-3503 (Main Office)  
Email: jamesonsw@sfasu.edu

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 Initiative #4: Develop a learner-centered environment.
This course links with SFA's COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA's COE Goal and Initiative #6: Collaborate with external partners.

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 1, II, III).

EC-12 Health
1. The student will be able to plan and evaluate a classroom-based health lesson. (SHAPE I, II, IV; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (SHAPE VII; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (SHAPE I, II, IV, VII; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (SHAPE I, II, III; ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (SHAPE I, II, III; ISTEA 1; InTASC 4, 5, 6, & 9)

Student Learning Outcomes:
- Identify health products from quackery (SHAPE/NCHEC I).
- Discuss various advertising techniques to entice consumers (SHAPE/NECHEC VII).
- Describe the legal, ethical, and philosophical foundations of a health educator (SHAPE/NCHEC, VI, VII).
- Explain how to obtain information related to health related products (SHAPE/NCEHC, VII).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. EXAMINATIONS - 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.

2. ADVERTISEMENT ASSIGNMENT – Each student will submit an advertisement for a health product that comes from either a magazine or the Internet. Attached to the advertisement please submit a 1-2 page typed, stapled paper (DS with 1” margins). Specifics of assignment will be distributed in class and found on D2l. See Section V for submission date. Worth 50 points.

EXTRA CREDIT/PARTICIPATION (ECP) – You are eligible for a maximum 10 ECP points. Will be used for attendance AND participation purposes. IF YOU ARE NOT IN CLASS FOR AN ECP YOU WILL NOT BE ELIGIBLE TO MAKE IT UP (unless school sponsored event).

Every tardy equates to a deduction of 1 ECP point. For example, if you are tardy 4 times the maximum ECP points will be 6. BE IN CLASS ON TIME!

FORMATTING - The first page will include your name and a Table of Content; stapled to the front page in the order of the Table of Content should be the assignments. See Section V for submission date.

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>316+ points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Advertisement Assignment</td>
<td>50</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>2</td>
<td>246-280</td>
</tr>
<tr>
<td>ECP** = 10 points maximum</td>
<td></td>
<td>D = 60-69%</td>
</tr>
<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td></td>
<td>211-245</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = Below 59%</td>
</tr>
<tr>
<td><strong>Attendance (See Section III for how ECP can and will be used for attendance).</strong></td>
<td></td>
<td>Below 210</td>
</tr>
</tbody>
</table>

Scoring guide for Advertisement Assignment can be found on D2l.
V. Tentative Course Outline/Calendar (DUE DATES):

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seating arrangement on F, Jan. 22</td>
<td>Define consumer health; What are characteristics of a scientific study (research design)? * Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Characteristics of scientific study (cont.); How to detect fraud and quackery</td>
<td>* Chapter 2 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>What to look for in advertising and marketing practices? What community, state, and federal agencies protect the consumer?</td>
<td>* Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>What community, state, and federal agencies protect the consumer? (cont.)</td>
<td>* Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Exam #1 on Friday, Feb. 19</td>
<td>Review of science based health-care (how to pick a dr or what to know before surgery) * Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>What a consumer should know about mental health care; Why is oral health important? * Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>How safe are Complementary and Alternative Medicine (CAM) practices? * Chapter 8</td>
</tr>
<tr>
<td>8</td>
<td>Advertisement DUE Friday, March 11</td>
<td>When should I go to the doctor (self-care)? How to select a health-care facility * Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break – NO Class</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>NO Class on F, March 25</td>
<td>Nutrition 101 for the consumer * Chapter 10</td>
</tr>
<tr>
<td>11</td>
<td>NO Class on M, March 28 Exam #2 on F, April 1</td>
<td>Nutrition 101 for the consumer (cont.) *Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Do diets work (food faddism and quackery)? * Chapter 11</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>How to prevent food poisoning (food safety) * Food Safety Powerpoint</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Tips for successful weight control; What works (fitness concepts, products, and services)? * Chapter 12 &amp; 13</td>
</tr>
<tr>
<td>15</td>
<td>ECP DUE on Mon, April 25</td>
<td>How to stay heart healthy; health insurance – what is it and how does it affect me? *Chapter 14</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Understanding drug products; Scavenger hunt * Chapter 15</td>
</tr>
<tr>
<td>17</td>
<td>Exam #3 on Wed., May 11 @ 10:30-12:30</td>
<td></td>
</tr>
</tbody>
</table>
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!

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

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

** SEE Section III for how ECP points 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/
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 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:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers 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 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 concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. 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, 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/ASSESSMENTS</th>
<th>SHAPE/NCHEC; CAEP STANDARDS</th>
<th>TEA STANDARDS</th>
<th>ISTE STANDARDS</th>
<th>InTASC STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement Assignment</td>
<td>SHAPE/NCHEC I, II, III, IV CAEP 1</td>
<td>1.31s, 1.32s, 1.20k, 1.25k, 1.37s, 1.42s, 1.46s, 2.1k, 3.10s</td>
<td>1abd, 2d, 3d, 4a</td>
<td>2dn, 4c, 4o, 5adjp, 6a,</td>
</tr>
<tr>
<td>Exam 1</td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.1k, 1.2s, 1.35s, 1.20k, 1.25k, 1.4s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
<tr>
<td>Exam 2</td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.35s, 1.10s, 1.20k, 1.25k, 1.4s, 1.24s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
<tr>
<td>Exam 3</td>
<td>SHAPE/NCHEC I CAEP 1</td>
<td>1.35s, 1.20k, 1.25k, 1.41s, 1.42s, 2.1k</td>
<td>1abd</td>
<td>1abdf, 2abcd, 3r, 41co, 6t, 7c, 8hn</td>
</tr>
</tbody>
</table>

- Refer to PCOE website for master list of standards