I. Course Information
This course is designed to provide general concepts, strategies, and sources of information in selecting health products and services.

II. Rationale
This course is designed to provide students with a basic knowledge of how to become intelligent consumers of health information, products, and services. Using skill sets of critical thinking, decision-making, and problem-solving will allow the students to improve their well-being without compromising their financial resources.

III. State Adopted Proficiencies
A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. Equity in Excellence for all Learners: The teacher responds appropriately to diverse groups of learners.
D. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. Learner-Centered Professional Development: The teacher, as a reflective practitioner dedicated to all students success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies
Competency 001 – The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.

Competency 002 – The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.

Competency 003 – The teacher appreciates human diversity, recognizing how diversity in the classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
Competency 005 – The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Competency 006 – The physical educator understands socialization processes related to physical activity and uses this understanding to foster learners’ social development.

Competency 008 – The physical educator knows how to develop and implement physical education programs that are responsive to learner needs and interests.

Competency 009 – The teacher uses a variety of instructional materials and resources to support individual and group learning.

Competency 010 – The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 011 – The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.

Competency 012 – The teacher is a reflective practitioner who knows how to promote his or her own professional growth.

V. Course Objectives/Learning Objectives
This course is designed to enable students to:
A-1 Analyzes the multiple influences (e.g., beliefs, knowledge, skills, attitudes, peers, role models) on health decisions and behaviors.
A-2 Applies knowledge of steps and procedures for using decision-making and problem-solving skills in various health-related contexts.
A-3 Demonstrates an understanding of risk assessment and ways to reduce health risks and enhance and maintain health.
A-4 Applies knowledge of how to use planning and goal setting, decision-making and problem-solving skills and procedures to enhance personal, family, and community health.
A-5 Recognize the importance of seeking advice and guidance from others (e.g., health care professionals, family members) in making decisions about personal health.
A-6 Recognizes benefits of and procedures for developing personal plans for maintaining and enhancing health.
A-7 Demonstrates knowledge of sources of valid health-related information (e.g., health professionals, government agencies, private nonprofit agencies, internet resources) and how to access and use different types of health-related information.
A-7 Applies knowledge of strategies for researching health-related information and products and for synthesizing information from various sources to make informed health decisions.
A-8 Distinguishes between valid and invalid sources of health information.
A-9 Applies critical-thinking skills to evaluate the validity of health information and recognizes fraud and quackery.
A-10 Evaluates health-related advertising/marketing claims about health care services and products and knows how such claims may influence behavior.
A-11 Knows how to use health information to make decisions about health services, products, and behaviors.
A-12 Demonstrates an understanding of the characteristics and roles of different types of health care delivery systems, (e.g. hospitals, clinics) and health care professionals.
A-13 Identifies health maintenance activities (e.g., regular medical and dental checkups) and their benefits.
A-14 Analyzes how specific factors (e.g., cultural background, socioeconomic status, access to information) influence the selection and use of health care services and products/
A-15 Demonstrates knowledge of advertising/marketing techniques used in health product and health service promotion and applies skills for determining whether advertising claims are accurate, misleading, or deceptive.
A-16 Applies knowledge of skills and criteria for evaluating and selecting health-related treatments, products, providers, and services.
A-17 Demonstrates knowledge of local state, and federal laws, regulations, and agencies related to consumer health and how they protect consumers of health care products and services.

B-1 Synthesize and restructure information related to consumer health into age-appropriate lessons for all developmental levels of learning.
B-2 Identify personal values and attitudes toward consumer health and understand how this affects the process of teaching consumer health education.
C-1 Demonstrate competence when talking about and teaching consumer health in a classroom.
C-2 Practice facilitating question and answer sessions, developing responses for difficult questions.
C-3 Identify strategies to create a dynamic teaching environment for teaching consumer health education in a group of diverse learners.
D-1 Analyze and compare various teaching strategies used throughout this course.
D-2 Within planning groups, develop “engaging” lesson plans and interactive learning activities that are relevant, factual, and age-appropriate for a range of grade levels.
E-1 Practice evaluating consumer curriculum to become familiar with “best practices.”
E-2 Evaluate consumer health resource websites on the internet to determine information that may (or may not) be factual, reliable and age-appropriate.
E-3 Participate in self-assessments and process-assessments throughout this course.
F-1 Practice adapting lessons for special populations, recognizing the variable nature of developmental abilities (and disabilities), and life experiences.
G-1 Locate and utilize a broad spectrum of educational resources including professional journals, associations, databases, curricula, and appropriate websites.
G-2 Present a “creative learning” lesson (e.g., power point) on a consumer health topic that has been thoroughly researched and planned.

H-1 Understand and support the need for appropriate and effective consumer health education for all learners.

H-2 Recognize the role that teachers play in advocating and implementing consumer health education programs in the classroom.

VI. Course Topics

The major topics to be considered in this course are:

A. Decision-Making, Problem-Solving, Goal-Setting
B. Risk Assessment
C. Accessing Health-Related Information
D. Advertising/Marketing
E. Health-Care Delivery Systems
F. Health Maintenance Activities
G. Evaluating Health-Related Treatments, Products, Providers, and Services.
H. Frauds and Quackery
I. Complimentary and Integrated Methods
J. Self-Care
K. Consumer laws, Agencies, and Strategies
L. Health-Care Facilities
M. Intelligent Consumer Behavior

VII. Instructional Methods and Activities

Methods and activities include:

A. Traditional Experiences (lecture/discussion, demonstrations, guest speakers, videos, self-assessments, critical thinking assignments)
B. Clinical Experiences (cooperative planning groups, student presentations, learning stations)
C. Field Experiences (field observations, interviews)

VIII. Evaluation and Grade Assignments

A. The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>I. Class Participation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>150</td>
</tr>
<tr>
<td>b. Creative Teaching Lesson</td>
<td>100</td>
</tr>
<tr>
<td>c. ECDC Teaching Presentation EC-3</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Outside Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Product &amp; Service Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>b. Consumer Resource Directory</td>
<td>50</td>
</tr>
</tbody>
</table>
III. Volunteer Project with write-up

IV. Tests
a. Midterm
b. Final

Total Points 1000

B. Grading Scale

900 – 1000 = A
800 – 899 = B
700 – 799 = C
600 – 699 = D
599 or below = F

Description of Course Requirements

1) In-Class Participation
   A. Attendance – Students who do not attend class cannot participate in planned activities, discussions, lectures, etc. Therefore, attendance is an important part of the overall grade in this course. Students earn points for attending class and points are deducted for missing class. You are held accountable for all work assigned.
   
   B. Team Work – Various activities will be carried out by students within smaller and larger group settings. Topics will be discussed, planned, analyzed and/or evaluated. Skills used in group activities include brainstorming, personal values assessment, critical thinking, effective communication, professional networking, and creating synergy.
   
   C. Videos & Guest Speakers – Students will write one-page critiques for each video or guest presentation (10 points each).
   
   D. Objectives – Each student will type out a 1 page report over the 17 objectives highlighted on page 3 in the course syllabus (10 pts. each).
   
   E. ECDC Presentation – The students will have the opportunity to create a teaching lesson using the TAKS to educate EC – 5 students at the ECDC. (Worth 100 pts.)
   
   F. Creative Presentation – Each student will have the opportunity to choose either a junior high or high school health class and present a 30-minute lesson on consumer health education. (Worth 100 points)

2) Outside Assignments

   c. 1 –page typed Objectives 170
   d. Observations/Interviews 30
   e. Professional Notebook 100
A. **Self-Assessments** – Students will complete pre- and post-assessments that will reflect their perceived levels of knowledge and comfort with a variety of drug related topics. Students will be able to identify specific content area and teaching skills that need to be developed throughout this course, and assess the amount of improvement made (each self-assessment will be worth 10 points for a total of 100 points).

B. **Website Evaluations** – With the growing reliance on technology and web-based resources for educators, there is a vast amount of drug-related information now available on the World Wide Web; not all of which is reliable, factual, or appropriate. Students will conduct web searches for various topics and identify 10 consumer-related health sites to evaluate worth 75 points.

C. **Professional Notebook** – Each student will keep a notebook with the following sections: 1) handouts, 2) missions, 3) journals, 4) articles, 5) critical thinking, and 6) creative activities. The notebook will be turned in at the end of the semester and is worth 100 points.

D. **Observations / Interviews** – Students will choose between 1) observing a health instructor during a consumer health presentation, or 2) interviewing a consumer health educator about his/her career. A list of possible resources will be provided but students will be responsible for making arrangements to observe/interview at appropriate available times. A one-page summary of the observation/interview will be turned in and discussed during in-class group activities (worth 50 points).

E. **Final Project/Presentation** – The final project will allow students to explore the dual nature of the “scholar/practitioner” philosophy of teaching. Each student will be part of a team that presents one topic that falls within the scope of a comprehensive consumer health curriculum. A 25 point main idea report will reflect the student’s acquired knowledge-base at a scholarly research level, while the presentation will reflect the team’s ability to put this knowledge into practice by planning and delivering a creative, engaging, age-appropriate lesson to the rest of the class (worth 100 points). Teams will be assigned either EC – grade 4, grades 5-8, or grades 9-12.

F. **Exams** – Midterm will cover chapters and final exam will cover chapters 1-5 and the final will cover chapters 8, 9, 12, and 13. Multiple choice and short answer questions will make up the exam. A take home midterm may serve as an alternative to the in-class exam.

**IX. Tentative Course Schedule & Policies**

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Intros, Course Syllabus, Get Acquainted Activities Pretest, Course Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3 (EC-Grade 3 presentation at ECDC)</td>
</tr>
</tbody>
</table>
Other Important Information

1) **Attendance & Participation**: Attendance is very important! Only three **excused** absences are acceptable: 1) illness, 2) death in immediate family, and 3) class field trip. When possible, an excused absence should be reported to the instructor before class begins. For an absence to be excused, you must write your own note. Be sure to include your name, the date you missed, the time of the class, and the reason you will miss class. Regardless of whether absences are excused or not, students are responsible for ALL course work including class notes, assignments, deadlines, etc.

2) **Late Assignments**: Late assignments will not be eligible for full credit and will not be accepted at all unless the student makes arrangements with the instructor by the due date of the assignment.

3) **Make-up Exams**: Attendance for exams is mandatory and tests cannot be made-up without making prior arrangements with the instructor. Rescheduling will be at the instructor’s discretion.

4) **Academic Honesty & Integrity**: Students are expected to do their own work at all times. Please refer to policy in the University Catalog.

**X. Textbook**

The textbook adopted for this course is:

**XI. Bibliography**

The knowledge bases that support course content are:


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**XII. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Academic Honesty**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examinations materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following: 1) Written reprimand, 2) Requirement to re-do work in question, 3) Requirement to submit additional work, 4) Lowering of grade on work in question, 5) Assigning grade of “F” to work in question, 6) Assigning grade of “F” for the course, and 7) Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved with his or her college dean and the Office of Student Affairs. The office of the academic dean
of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or penalty assessed (See XII above.)

XIII. DISABILITY ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.