Health Education 203

Consumererism in Health
Monday, Wednesday, Friday 9:00-11:30 am
Location: MAIN (Main 309 - Classroom)

Instructor:  Laila Azam, PhD, MBA
Phone: Office 262-951-3111; Mobile 414-737-3114
Email: lazam@carrollu.edu
Office: Charles House Building, 3rd floor Room 310
Office Hours: Mon, Wed, Fri 11:30 am-12:30 pm; and by appointment

Health Education is concerned with the health-related behaviors of people. Therefore, it must take into account the forces that affect those behaviors, and the role of human behavior in the promotion of health and the prevention of disease. As a profession, it uses education processes to effect change or to reinforce health practices of individuals, families, groups, organizations, communities, and larger social systems. Its intent is the generation of health knowledge, the exploration of options for behavior and change and their consequences, and the choices of the action courses open and acceptable to those affected (SOPHE, 1976).

Course Description:
In this course students will examine health products and services, advertising, marketing, quackery, government control, and guidelines for consumer action when deception, misrepresentation, or fraud is encountered. Students will become more informed consumers of health products and services.

Course Objectives:
Upon successful completion of this course, students will be able to:

1.) Critique information that pertains to consumer health issues;
2.) Identify, synthesize, and apply concepts with regards to consumer health.

Required Text

National Health Education Standards
1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors in health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family and community health

Evaluation:

<table>
<thead>
<tr>
<th>Chapter Leader</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Reaction Papers</td>
<td>60 points</td>
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<td>(4 papers - 15 points each)</td>
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<td>Professionalism</td>
<td>100 points</td>
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<td>Other assignments</td>
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<td>Evaluation of consumer health website</td>
<td>30 points</td>
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<td>Drug Products</td>
<td>30 points</td>
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<td>Health Insurance</td>
<td>30 points</td>
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<td>Final Project</td>
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<td>(90 points project, 10 points sharing @ last class)</td>
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A = 418 – 450
AB = 396 – 417
B = 373 – 395
BC = 351 – 372
C = 315 – 350
D = 270 – 314
F = <270
Class Attendance: Students are expected to attend every class. All absences must be cleared before class by contacting the course instructor. Excused absences will be considered on a case-by-case basis and will generally only be offered in situations of debilitating personal illness, serious family emergency, observance of religious holidays, scheduled athletic or other extra-curricular activities in which the student participates.

The course instructor will determine if additional assignments are given for unexcused absences.

Professionalism: Much of what students will learn or fail to learn in this course is dependent on the nature of the classroom and the community we are able to construct together. Therefore, as valued citizens of this course, students are expected to attend each class, to have read the assigned readings, and to be ready to participate in class. Good citizenship means acquiring and sharing knowledge with one another in a respectful and altruistic manner. Students are also expected to refrain from texting, sleeping, participating in side discussions, or disrupting class. Student professionalism will be considered in the final grade.

Additionally:
The syllabus is tentative. The instructor reserves the right to change, modify or amend it at any time.

Any student with a disability, who may require accommodations, should contact me at the beginning of the class. Students with documented disabilities that may need accommodations, or any student considering obtaining documentation, should contact Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 524-7335 or via e-mail at mbledsoe@carrollu.edu.

Please turn off all cell phones and other electronic devices to protect the learning environment for all participants.

All due dates are final.

No make-up work will be assigned.

Statement on Academic Integrity:
The Carroll College Academic Integrity Policy is located in your student handbook. You are encouraged to become familiar with the policy. If a student violates this policy in any way, the instructor reserves the right to impose a sanction of failure on the assignment/lab/assessment or failure in the course.
## Course Outline:

<table>
<thead>
<tr>
<th></th>
<th>May 12</th>
<th>Introductions</th>
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<tr>
<td></td>
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<td>Syllabus, expectations, assignments, etc.</td>
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<td>Professor: Chapter 1 - Consumer Health</td>
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<td>May 15</td>
<td>Student 1: Chapter 5 – Science-Based Health Care</td>
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<td>Student 2: Chapter 6 – Mental &amp; Behavioral Help</td>
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<td>May 17</td>
<td>Student 3: Chapter 7-Dental Care</td>
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<td>Student 4: Chapter 8 – The &quot;CAM&quot; Movement</td>
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<td><strong>Due: Consumer Health Website Assignment</strong></td>
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<td>May 19</td>
<td><strong>Guest Speaker</strong></td>
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<td>Chapter 11 – Nutrition Fads, Fallacies, and Scams</td>
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<td>Chapter 13 – Fitness Concepts, Products, and Services</td>
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<td>May 22</td>
<td>Student 5: Chapter 15- Cardiovascular Disease</td>
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<td>Student 6: Chapter 16- Cancer</td>
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<td>May 24</td>
<td><strong>Online Discussion and Movie</strong></td>
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<td>Chapter 17 – Drug Products</td>
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<td>Chapter 20- Health Devices</td>
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<td><strong>Due: Drug Products Assignment</strong></td>
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<td>May 26</td>
<td>Student 7: Chapter 23- Health Insurance</td>
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<td>Student 8: Chapter 24- Health Care Financing</td>
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<td>May 29</td>
<td><strong>MEMORIAL DAY – NO CLASS</strong></td>
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<td>May 31</td>
<td><strong>Professor: Chapter 25- Consumer Laws, Agencies, and Strategies</strong></td>
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<td><strong>Due: Health Insurance Assignment</strong></td>
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<td>June 2</td>
<td>Closing Final Project Presentations &amp; Sharing Wrap Up</td>
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<td><strong>Due: Final Projects &amp; Everything Else</strong></td>
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ASSIGNMENT SPECIFICS:

1. **Chapter Leader**
Each student will select a chapter they would like to become an “expert” on. The goal of this project is to involve the class in an activity to help teach the MAJOR concepts contained within the selected chapter. The activity that the person presents should be interactive (creative game, trivia contest, role plays, etc.) The activity should increase the other class member’s understanding of the topic being discussed. Students should avoid a presentation that utilizes lecture as its main delivery method, though some lecture should be used to TEACH the main concepts prior to playing a game as the activity. **DO NOT READ FROM A POWERPOINT HANDOUT.**

Each chapter leader SHOULD incorporate a supplemental reference list. This reference list should further explain the concepts contained within the chapter. The references should not be the focus of the presentation, but rather an item contained within the presentation to enhance the overall understanding of the chapter concepts and information. Each chapter leader presentation MUST include ONE major open ended question to conclude the presentation. This question should encompass the entire chapter and get the students to challenge their assumptions about the contents of the chapter.

Examples:

- **Creative** “engaging” Activity
- Handout (for each student and instructor)
- Supplemental reference list (3 references minimum)- put on handout
- Good, thought provoking open-ended questions to conclude the presentation
- Good teaching methods
  - (eye contact, clear voice, stand/sit where appropriate, introduction, body, conclusion, meaningful content, etc.)
- Enough materials (presentation, activity, game, video) to fill most, if not all, of the class period.

**Due Date:** as assigned per syllabus

2. **Reaction Papers**
The goal of reaction papers is to have each student reflect on course material, readings, projects, current news, etc. related to consumer health issues and apply it to one’s personal and/or professional life. Critically thought out questions, information or relevant considerations of the information will be demonstrated.

- Paper format
- 1 page single spaced typed, minimum
- 4 papers total over the course of the class
- Each paper should reflect a different consumer health topic or issue presented in class, found in your book, or discovered in mass media

**Due Date:** anytime between May 13th & May 30th
I should receive reaction papers throughout our time together, not all on the last night!

3. **Evaluation of Consumer Health Website**

Students will have the opportunity to choose and evaluate a consumer health website from the listing and report on their findings. Refer to Chapter 2 of your text for further information.

- Relevance to consumer health
- Was the website evaluated?
- Purpose of the website
- Procedure and style of the website
- Qualifications of the author
- What is the standing of the individual (or company) in the community?
- Are the data presented in the website based on research by experts or on testimony of individuals?
- Was it possible to determine if the information that was presented had been published in a peer-review format?
- Did there appear to be any conflicting claims about the health matter that was discussed? What was the extent of the evidence supporting or refuting the claims that were made?

1 page, single space, minimum report of findings. The above questions should be addressed. *Don’t forget to list your website!!*

**Due Date: May 17th**

4. **Drug Products**

Students will apply consumer health concepts with regard to choosing generic versus brand name products. Go into a store who sells “store brands” (i.e. CVS, Walgreens, Walmart, Target). Refer to Chapter 4 and Chapter 17 in your book for additional guidance. Select a product from the list below and report out on the following:

**Products:**
- Tylenol pain reliever (or equivalent of Tylenol)
- Nyquil Liquid Nighttime Relief (or equivalent of Nyquil)
- Contact Cold Capsules- 12 hour relief (or equivalent of Contact)
- Vicks Formula 44 (or equivalent of cough medicine)

- Identify the product, its size, and cost for both the name brand and the store brand
- List the ingredients, in order, on both the name brand and the store brand
- Are there any ‘claims of the effects’ listed by the manufacturers
- Briefly describe what each of the ingredients do. Refer to medical textbooks and/or websites if you need further information
- Any further conclusions you can draw between products and this assignment related to the purpose of the class.
Due Date: May 23\textsuperscript{rd}

5. Health Insurance Analysis
Analyze your own, a family member’s, or a friend’s health insurance policy (do not use Medicare or Medicaid coverage) using the guidelines in the Health Insurance chapter (Chapter 23) of your textbook. Apply good consumer health concepts with respect to choosing health insurance.

- Include comments about the adequacy of the policy
- Identify the company
- Identify the cost of premiums
- Identify whether this is a group or individual policy
- Any further conclusions you can draw on the policy based on the purpose of the class.

Due Date: May 31\textsuperscript{st}

**FINAL PROJECT**

DUE: Friday, June 2\textsuperscript{nd}

‘Mini/informal’ Presentations during the final class (5-10 minutes)

**OPTION A- Debate Topics**
Choose one of the four following debate topics that interest you. Take a stance and write a well thought out paper on each. 1 & ½ page, single spaced, typed, minimum each.

1. Philip Morris owns several companies such as Masterlock, Moen, Waterloo (tool boxes), Jim Beam, and Titleist. The effect on our nation’s economy could potentially be devastating if the tobacco industry and its subsidiaries were dismantled due to lawsuits regarding the deadly effects of smoking. Do you think the tobacco industry should be dismantled? Think about the health care products that you use on a daily basis.

2. “Should insurance companies be forced to pay for ‘alternative’ health practices that are not ‘proven’ effective? Consider the alternatives and then take a stand.

3. While enjoying a movie or surfin’ the net, you are continuously bombarded with commercial advertisements. Should advertisements be allowed as trailers to the movie? Or while you are surfing the net, should the consumer have to endure the advertisements, knowing that the person has already paid to have the service provided? (service is defined as the movie or the use of the internet).

4. Should people be required to get flu shots?
5. Food shopping cards are one way for a grocery store to track your buying habits. Is this ethical practice? If so, what is the payoff for the consumer?

6. Should people be able to engineer the characteristics (dominant and recessive traits) of their future children?

**OPTION B - Lesson Plan**
Students will have the opportunity to create a well-thought out lesson plan on a consumer health issue (list of ideas to be provided as needed). 4-page, single spaced, typed minimum. Create headings based on the lesson plan components as listed below.

- Objective(s)
- Student will be able to:
- Materials Needed
- Time Allocation
- Evaluation
- Supporting Material
- Connection to National Standards
- Creative, engaging activity(s)

**OPTION C - Adult Education/Health Promotion Outreach Program**
Students will have the opportunity to create a well-thought out outreach program on a consumer health issue (list of ideas to be provided). 4-page, single spaced, typed minimum. Create headings based on the components listed below.

- Goal
- Objective(s)
- Target Audience
- Materials needed
- Time allocation/duration
- Evaluation
- Supporting Material
- Creative, engaging activity(s)
- Connection to standards, if applicable

**Right to Modify Course Content:**
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

**Late Work Policy:**
All assignments must be completed by the due dates listed in the Course Calendar in order to receive full credit. Late work assignment can be turned in for credit past the due date with a 10% per day late penalty. Extenuating circumstances that will not allow students to submit the assigned work on time will be considered on a case-by-case basis at the sole discretion of the instructor.