

# Consumer Health

HEED 3330

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**Textbooks:** Consumer Health : A Guide to Intelligent Decisions by Stephen Barrett, et. Al.  
McGraw-Hill, Publisher

**Course Prerequisites:** Consumer Health emphasizes the economic aspects of health and the social and psychological factors that influence consumer choices. Wise and educated consumers can make intelligent decisions about products and services that are useless, worthless, or hazardous. Billions of dollars are fraudulently and deceptively bilked from consumers annually because of quackery, pseudoscience, advertising, infomercials, and media.

## Learning Objectives:

1. Become a more knowledgeable and assertive health consumer.
2. Understand the role the scientific method plays in the health/medical fields.
3. Define and analyze quackery; pseudoscience; fraud and why they flourish in the free society like the U.S.
4. Analyze the roles that advertising and promotion play in the U.S. market place.
5. Analyze ways to choose health care professionals in medicine, dentistry, mental-emotional health.
6. Compare and contrast complementary and alternative medical practices to traditional Western methods.
7. Analyze and comprehend nutrition fads, fallacies, and scams especially in the areas of supplements, weight control/weight loss, and fitness products and services.

**Attendance and Drop Policy:** Departments are no longer allowed to add and/or drop students without written permission from the student. The department is not required or allowed to drop students that do not attend class habitually. It is the responsibility of the student to either add and/or drop classes.

### **Grading Policy:**

1. Quizzes (unannounced): 10 @ 5 pts. each = 50 points
2. Articles: 3 – 4 @ 10 pts. each; 2 – 4 @ 5 pts. each = 50 points
3. 3 exams at 100 pts. each = 300 points
4. No late work will be accepted. = 400 points total

### **Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. . During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

### **Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.**

### **Academic Dishonesty**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair

advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

## The University of Texas at Arlington College of Education

### Mission, Core Values and Professional Dispositions

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

#### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

#### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

#### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

#### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working

with peers, staff and instructors.

- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

#### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

#### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

#### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.