

Minnesota State University Moorhead

HLTH 327: Safety Education and Consumer Protection

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Study and evaluation of factors in safety awareness, accident prevention and consumer protection.

B. COURSE EFFECTIVE DATES: 06/01/1995 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Utilize appropriate internet search engines to access health information for assignments.
2. Define consumer health and illustrate its application to the marketplace.
3. Describe the limitations of consumer-protection agencies.
4. Develop strategies to protect self from preliminary, misleading, and inaccurate health information.
5. Identify the actions needed to become an intelligent health consumer.
6. Read and summarize current articles in professional journals.
7. Apply scientific principles to evaluate health information.
8. Contrast the problems of America's health-care system with those of the Canadian system.
9. Define consumer health and illustrate its application to the marketplace.
10. Describe the limitations of consumer-protection agencies.
11. Develop strategies to protect self from preliminary, misleading, and inaccurate health information.
12. Explain how to locate many of the references cited in Consumer Health.
13. Identify and define various types of insurance coverage's associated with homeowners or renters.
14. Identify and discuss the problems and trends of advertisements for professional services, hospital services, prescription and nonprescription drugs, and mail-order products.
15. Identify questionable dental practitioners and procedures.
16. Identify the tactics advertisers use to seduce consumers.
17. Illustrate advertising and marketing abuses related to foods, dietary supplements, weight-control products, exercise and fitness products, infomercials, multilevel marketing, and telemarketing.
18. Recognize that the vast majority of methods referred to as "alternative" lack a scientifically plausible rationale.
19. Show how statistics can be used and misused in disseminating health information.
20. Define safety, safety education, injury, unintentional injury prevention, risk, mitigation and addictive behavior.
21. Identify the human factors involving safety.
22. Describe the inter-relationship of humans, environment and machines in UI causation / mitigation/ prevention.
23. Discuss scope and sequence considerations when teaching Safety & Injury Prevention, Violence Prevention Stress Management/Suicide Prevention or Consumer Protection.
24. Discuss the major points of OSHA. Employee Right to Know and Workers Compensation laws.
25. Discuss the various types of natural disasters and describe the contingency plans associated with each.
26. Identify potential workplace safety and health hazards and determine how to mitigate them.
27. Identify roles and certifications of safety professionals.
28. Identify theories of accident causation.
29. Trace the historical development of the safety movement in the U.S.
30. Understand how Safety & Injury prevention, Violence prevention and Stress Management/Suicide Prevention connect to the CDC Six Priority Areas.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted