

**ALHS 3352 – CONSUMER HEALTH
SYLLABUS
FALL 2009**

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How to build your "Crap Detector"

Key to Blackboard Contents

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|------------------------------|---|
| <i>Announcements</i> | = Information regarding <u>specific</u> information about class events. It may include such things as weather alerts, unscheduled assignments, updates and revisions, problem solutions, etc. It is the student's responsibility to check the announcements frequently. |
| <i>Course Syllabus</i> | = Course policies and procedures |
| <i>Course Outline</i> | = Tentative schedule of weekly reading assignments and activities as well as due dates. |
| <i>Discussion Board</i> | = Location for online discussion postings as assigned. |
| <i>Course Documents</i> | = "How-To" Information: instruction sheets, general guidelines, suggested readings, thought experiments. |
| <i>Assignments</i> | = Information regarding <u>specific</u> assignments and/or class activities (e.g., assigned reading for becoming a lifelong learner, format for discussion board posts). |
| <i>Drop Box (individual)</i> | = Location where you can submit all assignments or other work you would like me to see. No other members in the class have access |
| <i>Grades</i> | = Access to viewing your grades |

Professional Objectives:

Professional Role-function Outcome Objectives: (Answers: How should I prepared to *function* as a graduate of the University of Texas at Tyler in a health related occupation?)

Upon graduation with your degree you should be able to function as a professional in the roles listed immediately below. Meeting these outcome objects are a shared goal for both the student and the various faculty across the discipline.

KEY ROLE FUNCTION I = ASSESSOR-- **Assess Needs for Health Interventions**
KEY ROLE FUNCTION II = PLANNER-- **Plan Health Interventions**
KEY ROLE FUNCTION III = IMPLEMENTER-- **Implement Health Interventions**
KEY ROLE FUNCTION IV = EVALUATOR-- **Evaluate Research & Outcomes**
KEY ROLE FUNCTION V = COORDINATOR-- **Coordinate Services, People, &
Information**
KEY ROLE FUNCTION VI = KNOWLEDGE RESOURCE-- **Serve as a Knowledge
Resource**
KEY ROLE FUNCTION VII = COMMUNICATOR-- **Communicate Needs, Concerns,
Messages, and Resource Availability**
KEY ROLE FUNCTION VIII = RESEARCHER-- **Consume, Create, and Evaluate
Research**
KEY ROLE FUNCTION IX = ADMINISTRATOR-- **Administer Interventions**
KEY ROLE X = PROFESSIONAL-- **Professional Development**

Lifelong Objectives as a Learner:

Attributes to be demonstrated as outcomes for a lifelong learner in this course:

(Answers: What should I strive to "be" like as a student and graduate of the University of Texas at Tyler?)

Meeting these outcome objects are a shared goal for both the student and the various faculty across the discipline.

What are overall learning outcomes?

The overall learning outcomes are outcomes expected both during, and as a result of, learning experiences through this course as well as the other courses you have taken or will be taking during your formal education.

These overall learning outcomes are common to all key learning areas (courses), although some key learning areas may make greater contributions to some overall learning outcomes than to others. These learning outcomes transcend the functional goals of completing tasks, passing tests, or even getting a job because of a degree... they represent the transformation of a person's being that *is* the intellectual life.

Why have overall learning outcomes?

Overall learning outcomes assist individuals to become lifelong learners, achieve their potential, and play an active role in their family and work life.

Underpinning this course are 27 overall learning outcomes that are grouped under 7 headings which collectively describe the valued *attributes of a lifelong learner*.

What are the valued attributes of a lifelong learner?

A lifelong learner is:

- a knowledgeable person with deep understanding
- a complex thinker
- a creative person
- an active investigator
- an effective communicator
- a participant in an interdependent world

- a reflective and self-directed learner.

1. Knowledgeable person with deep understanding

A knowledgeable person with deep understanding values open-mindedness, curiosity, the importance of a sound knowledge base, world views, and ways of generating authoritative knowledge. The valued attribute of being a knowledgeable person with deep understanding will be evident when learners:

- understand and use the knowledge, concepts, theories and generalizations of each learning area
- understand and use the symbol systems, languages, notational systems, processes and methods of generating new knowledge specific to each learning area
- understand and use the specific discipline skills appropriate to a learning area.

2. Complex thinker

A complex thinker values rationality, objectivity, the importance of withholding judgments, a willingness to obtain adequate and credible evidence, a consideration of all viewpoints, ethical decision making, and the need to make connections between ideas and information. The valued attribute of being a complex thinker will be evident when learners:

- use a variety of complex reasoning strategies to analyze and synthesize information, solve problems and make decisions
- judge the adequacy and accuracy of data from research, experimentation, calculation and measurement, and justify conclusions based on evidence
- recognize and identify patterns, connections, relationships and contexts; compare new knowledge with previous knowledge; develop concepts and generalizations; and build new information into a conceptual structure
- think inductively (from facts to generalization), deductively (from generalization or theory to facts), and intuitively (by perception of facts independent of any reasoning process).

3. Creative person

A creative person values looking for alternative solutions, flexibility in response to change or to problems, risk taking, innovation, enterprise, creative insight and the discipline required to develop creative performances. The valued attribute of being a creative person will be evident when learners:

- create with imagination, originality, aesthetic judgment, enterprise and by using a risk-taking approach
- create high-quality products, systems, information or performances using a range of techniques or technologies
- clarify contexts, explore options and consider the consequences and implications of choices that may lead to the creation of better products or preferred futures
- use a variety of methods or tools to generate new ways to resolve problems, view situations, make or express new meaning or envision alternative futures.

4. Active investigator

An active investigator values questioning habits of mind, a spirit of inquiry, searching for alternative sources of information, interpretation of data with an awareness of possible bias, the beneficial uses of technology, the benefits of research, and the need to support all conclusions with verifiable evidence. The valued attribute of being an active investigator will be evident when learners:

- pose problems, or initiate questions or hypotheses about a particular topic or issue

- use a variety of information gathering, processing and management techniques and technologies to search for, locate, collect, record and collate information with reference to the questions asked
- individually or in groups draw conclusions based on verifiable evidence in order to answer questions, support hypotheses or form generalizations.

5. Effective communicator

An effective communicator values literacy, numeracy, information-processing skills, different

modes of communication and expression, clarity and accuracy of expression, positive intercultural communication, and a willingness to challenge texts for alternative meanings.

The valued attribute of being an effective communicator will be evident when learners:

- comprehend and compose a range of written, spoken, visual, and kinaesthetic texts (including graphs and statistics) — and combinations of these — that convey information, meanings, ideas or viewpoints for particular purposes and audiences
- use effectively features of text (including structure, grammar, vocabulary and spelling), of numbers (including arithmetic operations, spatial relationships and mathematical processes) and of other symbol systems and notational systems.
- explore ideas critically and express them effectively with an understanding that all texts are constructed from particular viewpoints and for different purposes, and can empower some people and disempower others
- choose from known numeracy concepts and skills and apply them in different contexts and social situations
- express, as an individual and with others, feelings, thoughts, ideas, understandings, intuitions and interpretations through various modes of expressive media.

6. Participant in an interdependent world

A participant in an interdependent world values principles of individual responsibility, social justice; democratic processes; cooperation and courtesy for others; ethical behavior that is socially responsible; peaceful negotiation of conflicting interests; honesty; their own health and wellbeing; and a concern for the welfare of other individuals, the wider society and the environment. The valued attribute of being a participant in an interdependent world will be evident when learners:

- perform confidently as self-directed, independent individuals on tasks, physical activities, problems and projects, and in doing so, take responsibility for their own actions and decisions
- use interpersonal skills to contribute positively to group dynamics, appreciate diverse perspectives, negotiate conflicting interests, meet needs, perform tasks or work towards a shared goal
- construct a personally satisfying and responsible system of beliefs and attitudes that allow self-expression, personal growth and development in the physical, social, intellectual, emotional and spiritual dimensions
- actively participate as informed citizens by identifying and challenging unjust, undemocratic and unsustainable practices locally and globally, and by exercising stewardship of the environment and the world's life forms, resources and heritage.

7. Reflective and self-directed learner

A reflective and self-directed learner values learning how to learn, taking responsibility for own learning, self-understanding, transferring of learning strategies to everyday life, and student willingness to revise approaches in the light of reflection. The valued attribute of being a reflective, self-directed learner will be evident when learners:

- consider their own learning style, strengths and weaknesses, attitudes, depth of knowledge, and repertoire of skills and strategies with the conscious aim of improving their learning
- plan, organize, evaluate and manage their own thinking, performance, behavior, wellbeing and progress by applying appropriate skills and strategies, and monitoring the success of that application
- transfer concepts, ideas, skills and strategies to entirely new situations and look for opportunities to do so
- critically evaluate assumptions, values and viewpoints, and consider the implications and/or ethics of their own and others' decisions and behaviors for themselves, others and the environment.

(modified from unknown sources: Su '07)

COURSE AND INDIVIDUAL STUDENT OBJECTIVES: (Answers: What should I be able to do as a result of this course in Consumer Health?)

At the conclusion of the course, the successful student will be able to

- demonstrate skills, behaviors, attitudes of a lifelong learner through course activities
- interpret, compare, and assess information relevant to the health professional
- situate Consumer Health within the broader context of health
- select, apply, and assess the value of approaches to health prevention, education, intervention
- provide personally and socially meaningful responses to what Roland Barthes once called the "question *par excellence*": "Why the world? what is the meaning of things?"

GRADE PERCENTAGES: (WEIGHTED AVERAGES)

Tests (unannounced in class) (Blackboard administered-Open Sun 1:00 a.m. & Close Mon 11:55 p.m.)	25%
Major examination (in class)	25%
Final examination (comprehensive in class)	30%
Affective (attendance, participation, attitude, and initiative)	20%

Note: A minimal requirement for passing this course is reading and understanding assigned materials. Class discussions may or may not be related to assigned reading. Regardless of topic student are expected to respond intelligently, asking probing questions, and staying on topic. You are allowed to "sit on the bench" three times without penalty—that is, if you may come to class unprepared, choose a seat that is outside the normal seating of the rest of the class. This policy saves you an absence as well as the embarrassment of giving a crappy answer or none at all because you are unprepared. You are expected to listen attentively and take notes, but you are not allowed to participate verbally in the day's activities. The

Penalty: > 3 observation days results in a $\frac{1}{2}$ final-letter-grade reduction for each additional non-participatory day. The Perk: If your final grade is borderline and you have a strong record of attendance and participation, these factors may—at my discretion--boost you to the higher grade.

GRADING SCALE:

- A = Clearly demonstrates *exceptional* competence (90-100%)
- B = Clearly demonstrates competence (80 - 89%)
- C = Strongly suggests competence (70-79%)
- D = Suggests incompetence (60-69%)
- F = Clearly demonstrates incompetence (below 60% or class abandonment)

GRADE REPRESENTATIONS:

- A demonstrates *exceptional* competence--A students take initiative for their learning; go beyond the stated requirements for assignments; contribute significantly to the quality of the class
- B demonstrates competence--B students take initiative for their learning; meet all the objectives of the course; successfully complete assignments; contribute regularly to the quality of the class
- C demonstrates promise of competence--C students successfully complete all major assignments on time, meet most of the objectives and standards of the class; participate regularly in class activities
- D demonstrates probability of incompetence--D students meet some of the objectives and standards of the course; successfully complete most of the major assignments; usually attend class; sporadically participate in assigned activities
- F demonstrates incompetence--F students miss an excessive number of classes (more than 3); or fail to complete one or more major assignments; or fail to demonstrate mastery of important concepts or fail to demonstrate mastery of the conventions of standard English and demonstrate only rudimentary numeracy.

COURSE POLICIES & PROCEDURES:

Attendance and Participation. (See Note under *Grade Percentages*.) (1) I consider regular attendance vital not only to your success but also to the success of the class. (2) Participation involves completing scheduled assignments in full before their due date, taking notes on readings, fulfilling other commitments, contributing to class discussions, and listening attentively to the contributions of others (the instructor's and well as classmates').

Absences. Excessive absences may result in unsuccessful completion of the course. Generally, four class absences are considered overly excessive and result in a D or less depending on other work—even an A. Except for absences officially excused by the University or caused by the direst of circumstances, I would prefer not to discuss your reason(s) for missing class. I understand many of you have responsibilities and obligations that may conflict with the requirements of this course. *Take care of those responsibilities during the first week of class.* Other responsibilities need to adjust around the class--not

the other way around. I cannot in good conscience give special consideration to select students and/or modify course expectations as outlined on this syllabus.

Assignments. Assignments are expected on the date specified either on the course outline or via special announcement. **VERY IMPORTANT:** All written assignments require two submissions on or before the due date: an electronic copy placed in your Individual Drop Box on Blackboard, and a copy placed on your hard drive. No exceptions. A Document Format Sheet explains matters related to form and style. (see Blackboard→Course Documents)

Individual Drop Box. Although you have unlimited access to this box, once you have posted a document, you may not remove it without my written permission. If for any reason you decide to drop the course, you must leave the contents of your Individual Drop Box unaltered. The unauthorized removal of documents for any reason can result in an F for the course.

Daily Activities. You are responsible to follow the class schedule and stay abreast of any announced changes. Unless otherwise instructed, complete all assignments, whether or not they are covered in class, as information regarding those assignments may be included on tests and major exams.

Blackboard/Internet Access. You will need internet access for various tasks. If you have problems accessing any required websites, you are responsible for working with UTT's computer help resources to resolve problems. Please do not ask me to troubleshoot; I'm probably worse than no help. Blackboard is an integral part of this course for a number of reasons, including my ability to contact students both as a group and individually. Important: You are responsible for activating the Blackboard component of this course and are expected to do so during the first week of the semester. (read handout provided during first class)

Discussion Board. The class may include a shared discussion board from time to time. Unless otherwise instructed, plan to post at least one substantive comment on the topic. Because students are required to read and be prepared to respond to one another's comments prior to attending class, comments must be posted no later than 10:00 p.m. the night before the appropriate class meeting. (1) Be sure to bring hard copy of your comment to class. (2) To ensure you get maximum credit for your participation, keep a chronological record of all your comments in a single Word document which you will place in your drop box the week before the final exam. The comments should be dated and briefly titled (e.g., topic of discussion—text, topic, principle, issue, etc.)

Extra Credit Assignments. I do not give work for extra credit. Period. Improving one's grade average requires improving performance on regular assignments. I strongly encourage students worried about grades to meet with me personally to discuss their concerns.

Make-Up Work. I do not give make-up tests; I drop your two lowest test grades (excluding midterm and final).

Class Etiquette. The general rule: A breach of etiquette is any willful behavior that another member of the class, including me, might find distracting. (Recommended policy: when in doubt, don't.) Examples: (1) Electronic devices: The rule applies to all functions on all devices: turn them off and put them beyond easy reach before class begins. **NO LAPTOPS OR CELL PHONES!** (2) "Hall passes": Class periods are 2 hour and 40 minutes long. If you cannot devote the full time to a class, please stay home. If an unforeseen event occurs and you must leave in the middle of a class, do not return. You will be counted absent for that day. (3) Unauthorized small group conversations: If the discussion is on topic, share it with the class; if it isn't, save it till later. Students who fail to respect these and

similar policies may be asked to leave the classroom and will be counted absent for the day. The negative effects of attending sporadically, attending without participating, and/or showing disrespect for the academic setting are reflected in the attendance/participation grade.

Communication with Instructor. I encourage students to contact me throughout the semester by email, phone, or in person during my office hours or at an appointed time. Very important: Every email related to the course should have "ALHS 3352" in the subject line as well as your full name. (Example: ALHS 3352-John Sloan) This applies especially if your email address does not include your name. Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning). If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (Example: ALHS 3352-John Sloan—URGENT!). Communication immediately before and after class: This is NOT the time to relate information or submit work (e.g., early or late work or degree plans) that may in any way affect your grade or that requires me to check a calendar or student record. The chances are not good that I will remember our conversation and take appropriate measures when I return to my office. Do not consider the information "delivered" unless you have communicated it in an email or during an office visit.

UNIVERSITY POLICIES & PROCEDURES:

Academic Honesty. All members of the UTT community are responsible for maintaining an environment that encourages academic integrity. Any students or faculty member who witnesses an observed or suspected case of academic dishonesty must immediately contact the faculty member in charge of the assignment.

Since the value of an academic degree depends on the absolute integrity of the work done by the student pursuing the degree, a student must maintain a high standard of individual honor in scholastic work. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion.**

"Cheating" includes, but is not limited to,

- Copying from the paper of another student
- Engaging in written, oral, or any other means of communication with another student; or giving aid to, or seeking aid from, another student when not permitted by the instructor;
- Using unauthorized material during an examination or when completing an assignment
Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself
- Using, obtaining, or attempting to obtain, by any means, all or any part of an unadministered examination or work assignment

"Plagiarism" includes

- unacknowledged incorporation of the work of another person in work that a student offers for credit.

"Collusion" includes

- unauthorized collaboration with another person in preparing written work that a student offers for credit.

Grade Replacement. If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

Grade Appeal. Please refer to Section 2.05 of the Handbook of Operating Procedures, available online at <http://www.uttyler.edu/ohr/hop/>

Disability Statement. "If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Social Security Statement. It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. Students are responsible to know their i.d. numbers.

Note Regarding Student Absence due to Religious Observance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of the semester.