

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

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How to build your "Crap Detector"

THE PURPOSE OF THIS COURSE:

To gain an understanding of the nature of consumption, in a free society, as it pertains to health services and products and to become an informed decision maker both as a consumer of health products and services as well as a health professional.

UT-Tyler Catalog Course Description

ALHS 3352— Study of health services and products from a consumer perspective. Methods of critical analysis are used to evaluate the credibility of claims made in the marketplace as well as by government. Consumer protection and rights, marketing, science, public agenda setting, and special interest groups are studied with the objective of developing critical health consumers.

Getting Started: All instructor provided course material, including weekly outlines and assignments, can be accessed via the University of Texas at Tyler, Blackboard.

Key to Blackboard Contents: (Look for the following tabs on the left-hand side of the display after you have successfully logged into this course)

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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 (at least once every two days). |
| <i>Syllabus</i> | = Course philosophy, policies, guidelines, and procedures |
| <i>Course Outline</i> | = Tentative schedule of weekly reading assignments and activities as well as due dates and weekly learning objectives. |

<i>Discussion Board</i>	= Location for online discussion topics as assigned and student postings.
<i>Test Schedule/Access</i>	= A table of weekly tests as well as access links to tests as they automatically become available Sunday morning through Monday evening.
<i>Course Documents</i>	= <i>General Information</i> : instruction sheets, general guidelines, suggested readings, thought experiments. Material may be added throughout the semester per instructor discretion.
<i>Tools</i>	= <i>A semester calendar, the digital dropbox, your homepage, and access to your grades can be accessed from the tools menu. (See below)</i>
<i>Group Box (individual)</i>	= Location where you can submit assignments or other material you would like me (Dr. Sloan) to see. No other members in the class have access to your group box; just you and Dr. Sloan have access to this file exchange area.
<i>Grades</i>	= Access to viewing your grades.
<i>User Manual</i>	= User Manual. Available for student access for understanding the functionality of the Blackboard learning platform.

Professional Objectives:

Professional Role-function Outcome Objectives: (Addresses: How should you prepare 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. This course provides some of the knowledge necessary to function in your future role. Meeting these outcome objects are a shared goal for both you as a student as well as the various faculty involved in your entire educational experience.

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—**Profession & Professional Development**

Lifelong Objectives as a Learner:

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

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

Meeting these outcome objectives are a shared goal among students and the various faculty across the University.

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. It is not uncommon for college graduates to change jobs and even careers throughout their lives.

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: (Addresses: 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
- make informed Consumer Health decisions and serve as a knowledgeable resource
- 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?" (e.g., design and use an effective "crap detector.")

GRADE PERCENTAGES: (WEIGHTED AVERAGES)

<u>Tests</u> (Blackboard)	20%
(Weekly-Blackboard administered-Open Sun 1:00 a.m. & Close Mon 11:55 p.m.)	
<u>Major examination</u> (in class before drop date)	25%
<u>Final examination</u> (comprehensive in class)	35%
Semester project	25%
<u>Affective</u> (attendance, participation, attitude, and independent initiative --additional at instructor discretion)	up to 5%

Note: A minimal requirement for being successful in this course is reading and understanding assigned materials. Class discussions may or may not be related to assigned reading but are intended to get you as a student engaged in the process of a personalized and independent education. Regardless of topic, you are expected to respond intelligently, asking probing questions, and staying on topic. The Perk: If your final grade is borderline and you have a strong record throughout the semester of high participation, and thoughtful contributions to the overall learning environment, these factors may—at my discretion--boost you to the higher grade.

GRADING SCALE:

- A = Clearly demonstrates *exceptional* competence (90-100%)
- B = Clearly demonstrates high level competence (80 - 89%)
- C = Strongly suggests competence (70-79%)
- D = Suggests little competence (60-69%)
- F = Clearly demonstrates incompetence in this experience only (below 60%, class abandonment, academic dishonesty)

GRADE REPRESENTATIONS AND ATTRIBUTES:

- 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 high level 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 strongly suggests 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 little competence--D students meet some of the objectives and standards of the course; successfully completes most of the major assignments; usually attend class; sporadically participate in assigned activities
- F 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:

Access and Participation. (See Note under Grade Percentages.) (1) I consider regular access to the course as vital not only to your success but also to the success of the class. Visit the course regularly. (2) Participation involves completing scheduled assignments in full before their due date, fulfilling other commitments, contributing to class discussions, and reading carefully and attentively to the contributions of others (the instructor's and well as classmates').

Absence. Excessive absence as demonstrated by gaps in course access may result in a reduction in the final grade or even unsuccessful completion of the course regardless of performance in other course requirements. 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.

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.

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.

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. If you do not have access to Blackboard on a home computer, computers are available at various sites here at the university. You may access these during the regularly scheduled class time or at other times with your discretion

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 posted.

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

Make-Up Work. I do not give make-up tests; I drop your two lowest weekly test grades (excluding midterm and final). Late work for class projects is not acceptable.

Communication with Instructor. You may contact me throughout the semester by email or phone. Very important: Every email related to this course should have "Consumer" in the **subject line** as well as your last name followed by your first name initial. (Example: Consumer-Sloanj) If your subject line does not follow this format I will delete it unopened so as to protect my computer. (sloanj@suddenlink.net) Although I check my email regularly, even on weekends, please allow 2-3 days for me to respond. I expect to have over 125 students in my classes and sometimes it will take several days to get to you. If an issue legitimately requires immediate attention, please mark your email "URGENT" in the subject line (Example: Consumer-Sloanj--URGENT) or call my cell phone at 903-521-6433.

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.