**Syllabus**  
*(Consumer Health—Spring 2015)*

**Instructor:** John H. Sloan, PhD, MBA  
**Course Number:** ALHS 3352-006  
**Course Credit:** 3-hrs  
**Meeting Days/Times:** UT-Tyler Blackboard Online (Mon-Fri)  
**Text Message:** 903-521-6433 (text message is the best way to contact me)

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**Course Catalog Description:**

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.

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**Textbooks required:**

   From Amazon:

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**Measurable Student Learning Outcomes: (may not meet all of these depending on time constraints in addressing all topics during the semester)**

1. The student should be better able to explain why consumer vigilance is important in the health marketplace  
2. The student should be better able to judge the reliability of many sources of health information  
3. The student should be better able to make intelligent decisions to protect self against propaganda, misinformation, fraud and quackery in the health marketplace  
4. The student should be better able to critically analyze advertising for health products and services  
5. The student should be better able to select and communicate effectively with health-care personnel  
6. The student should be better able to select appropriate professional help when needed  
7. The student should be better able to make intelligent decisions about health care marketing.  
8. The student should be better able to draw intelligent conclusions about the utility of "alternative" health care  
9. The student should be better able to select appropriate self-care activities when needed  
10. The student should be better able to understand the types and intelligent use of health-care facilities  
11. The student should be better able to apply basic nutrition concepts to choose a healthful diet  
12. The student should be better able to question popular food fads and fallacies, their promotion, and their promoters
13. The student should be better able to discuss the principles and methods of weight control
14. The student should be better able to discuss why and how people should exercise appropriately
15. The student should be better able to take intelligent action to reduce the risk of cardiovascular disease
16. The student should be better able to make intelligent decisions about the prevention and treatment of cancer
17. The student should be better able to form judgments about the public health impact, prevention, and treatment of AIDS
18. The student should be better able to make prudent selection and use of drug products
19. The student should be better able to take prudent actions related to reproductive and women’s health issues
20. The student should be better able to discuss the problems associated with several types of health devices
21. The student should be better able to make prudent decisions about practices, procedures, and products related to death
22. The student should be better able to select and utilize an appropriate health insurance plan
23. The student should be better able to discuss selected problems in our health care system and consider what might be done personally and professionally to solve them

The following absolute grading system will be used throughout the course:

A = 5 Excellent
B = 4 Very good
C = 3 “Pretty darn good”
D= 2 Not quite so good
F = 1 Not good at all
0= NOT turned in

Final Grade Score Ranges

A= 90 to 100%
B= 80 to 89.9%
C= 70 to 79.9%
D=60 to 69.9%
F= 59.9 and below

Weighted Final Grade

1. Homework, Quizzes, and assigned activities  30%
2. Midterm exam  30%
3. Final exam  40%

Notes:

❖ All evaluation items will be developed based on cognitive skills of Bloom’s classification (e.g., knowledge, comprehension, application, analysis, synthesis, and evaluation-related measurement and data analysis in exercise/health sciences).

❖ Midterm and final exams will/may be objective-type exams (multiple choice, true or false, short answer, problem solving), essay, or a combination. Prepare for all types of questions. These exams may or may not require administration in a “live” setting which may require an exam proctor.

❖ Content of midterm exam will be limited to material covered between the date of the exam and the start of the semester and final exam will be cumulative covering the entire semester.
Quizzes will be administered on a regular basis.

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A = 5 Excellent  
B = 4 Very good  
C = 3 “Pretty darn good”  
D= 2 Not quite so good  
F = 1 Not good at all  
0= NOT turned in

Evaluation:

Quizzes: These consist of short, timed questions about the reading material, assignments, and vocabulary. The lowest quiz grade will be dropped. A missed quiz or unsubmitted quiz will be counted as one of the lowest grades to be dropped. (If you are working from an unstable computer it is your responsibility to locate a stable computer on which to take quizzes when they are posted online)

Homework and Assignments: These are designed to reinforce learning and/or to give students an opportunity to stay regularly engaged in reading while developing a professional vocabulary. Homework assignments are to be the student’s own work, and due on the assigned due date. No late work is accepted.

Midterm Exam: this exam will be comprised of questions base on material from class activities, readings, internet activities, quizzes and homework assignments completed during the didactic portion of the course.

Final Exam: cumulative over the semester.

Textbook Lectures, Selected Topics & Blackboard:

This course was designed around reading assignments as the “backbone” of its structure. Reading material will often relate to a corresponding Blackboard activities but sometimes it will not. Because topical material other than “textbook” topics will be presented it is your responsibility to compile your own study notes. Assigned reading material, special topic lecture material and Blackboard provided material are part of your learning environment. It is important for your success that you be consistently engaged in all aspects of these course components.

Engagement:

A record of course activity and access will be maintained. There will be no make-up of quizzes, assignments or major exams.

Religious Holidays

The university strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately early in the course so that we can make arrangements in line with excused absences.

Course Culture:

1. It is expected that everyone will complete the assignments and course activities on time.
2. If you have special learning needs, please inform me on the first day of class.
3. Academic dishonesty (cheating, plagiarism, copying, etc) is a serious infraction of course standards and will result in a failing grade for the semester.
4. We will treat one another respectfully while challenging ideas...NOT attacking the person.
**Academic Dishonesty:**

The work that you hand in is expected to be original and to be your own. There is no tolerance for persons who plagiarize and/or cheat. You are expected to consult Subchapter B-800 of the University of Texas at Tyler Manual of Policies and Procedures for Student Affairs: Student Conduct and Discipline available at www.uttyler.edu/mopp/chapter8.html. Any act of academic dishonesty will result in dismissal from the course.

**Student Rights and Responsibilities:**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

**Grade Replacement/Forgiveness:**

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 do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Course Drop Policy:**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar’s Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar’s Office if you have any questions.

**Disability Services:**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

**Student Absences Due to Religious Observances:**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. Three days of excused absences are allowed (see above). For questions, see the instructor.

**Social Security and FERPA 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. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Building Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Note:** This syllabus is NOT a contract. It is intended to provide guidance only throughout the course. Cancelled classes for reasons such as professor illness or inclement weather will require this tentative plan to be altered. Dr. Sloan may change this plan depending on student interest or unforeseen events that could alter the learning experience for students.

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