

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HLTH 210**  
**Course Title: Consumer Health Issues**

**Year: 2019-2020**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course offers students the opportunity to explore health care delivery systems, and the roles of caregivers from historical, ethical, political, social, and global perspectives. As a result of this exploration, students will become better-informed health consumers, and will be able to make more sound and responsible decisions to obtain and/or to provide improved health and health care for themselves and their families. Prerequisites: RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

### **Course Context/Audience**

This is an elective course which is appropriate for any student. It is most applicable for those who have an interest in understanding the health care delivery system and the individual's place in it. Students pursuing studies in helping professions, such as nursing or human services, would find the course contains useful information and an opportunity to explore issues from a different perspective.

### **Basic Skills/Entry Level Expectations**

<b>Writing:</b>	WC	College level writing skills are required. See course co-requisites or pre-requisites.
<b>Math:</b>	M0	Course requires very little or no math.
<b>Reading:</b>	R4	Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.
<b>Other:</b>		Library and personal interview skills may be needed in lieu of searching for information on the Internet.

### **Course Goals**

Students will:

1. Identify and discuss major trends in health problems.
2. Discuss the characteristics of the U. S. health care system, including current reform issues.
3. Explore historical, political, cultural, economic, and social factors affecting the US system of health care delivery.
4. Discuss factors contributing to rising costs of health care and measures that help with cost containment.
5. Explore issues related to rights to health and health care.
6. Discuss unique problems and needs of special groups: aged, poor, women, etc.

7. Examine issues related to pharmaceutical and medical research and alternative therapies.
8. Determine individual responsibility as a consumer of health care.
9. Clarify personal values related to health and health care.

### Course Objectives/Topics

Objective/Topic	# Hours
Module 1: Getting Started 1. Determine areas of consumer health concern.	1 Hour
Module 2: Overview of Health Issues 1. Define health and list major determinants of health. 2. Identify the current major health problems in the US. 3. Discuss the major factors used to describe a nation's health status. 4. Discuss the role of medical care in promoting health. 5. Discuss pros and cons of self-care in meeting health care needs. 6. Identify aspects of health care for which the individual can take personal responsibility.	6 Hours
Module 3: Our Health Care Delivery System 1. Discuss historical, social and cultural factors that have influenced the development of modern health and medical care. 2. Define roles of various health care workers (in addition to doctors and nurses) including the physician's assistant, advanced practice nurses, allied health workers and unlicensed assistive personnel. 3. Discuss advantages and disadvantages of utilizing non-physician practitioners. 4. Discuss third party payment. 5. Differentiate between fee-for-service and prepaid health care and discuss the advantages and disadvantages of each. 6. Discuss factors that contribute to fragmentation of care. 7. Discuss the evolution of for-profit health care systems. 8. Discuss the issue of consumer choice in obtaining health care services.	12 Hours
Module 4: Policy Issues: Costs and Politics 1. Discuss factors that influence cost of health care. 2. Discuss approaches to containing cost of health care. 3. Discuss the history of the role of the federal government in health care. 4. Name the four most powerful health interest groups and discuss their impact. 5. Compare and contrast the concepts of National Health Insurance and National Health Service. 6. Discuss the pros and cons of a national health insurance program. 7. Identify the ways in which individuals can decrease health care costs. 8. Identify how consumers can affect the political process.	9 Hours
Module 5: People with Special Needs 1. Differentiate between the "young-old" and the "old-old". 2. Explore social science issues of research on aging. 3. Identify needs for improving the health status of the elderly. 4. Discuss the impact of the increasing size of the elderly population on today's health care delivery system. 5. Discuss reasons why the poor often have problems with health and health care. 6. Analyze the problem of poverty both as a cause and an effect of illness. 7. Identify other groups with special needs related to health and health care.	9 Hours
Module 6: Medicines, Ethics and Research Needs in Health Care 1. Describe the role of the FDA in promoting consumer safety. 2. Discuss reasons for an increase in medicine-taking and prescription use. 3. Contrast the positive and negative aspects of use of medicines. 4. Identify and discuss physician and client responsibilities with regard to medicine use. 5. Explore the role of government control in the drug industry. 6. Discuss the concepts of right to health and right to health care. 7. State reasons for difficulty in defining a minimal level of care. 8. Discuss patient rights. 9. Discuss ethical issues related to access and right to health care. 10. Discuss the current focus of research and its relationship to health care. 11. Identify and discuss ethical questions related to the issue of genetic research.	6 Hours
Module 7: Summary: Individual Roles and Strategies 1. Explore issues related to self care and alternative/complementary therapies. 2. Respond to and critically discuss issues raised by individuals. 3. Determine selected behaviors to incorporate in one's lifestyle. 4. Clarify personal growth as a result of this course.	2 Hours

## General Education Goals - Critical Thinking & Social/Global Awareness

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Through the development of the research paper. Students have to think critically to respond in discussions and to critique health information assignments.</p> <p>Through the opportunity to consider whether or not personal beliefs and/or positions on health care issues are changed as a result of participation in the course. Personal interviews with practicing health care professionals.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Through class discussions of common health problems and healthy behavior issues.</p> <p>Through exploration of historical, political, cultural and social factors affecting the U.S. health care delivery system including current trends and issues. By determining the individual's responsibility as a consumer of health care.</p> <p>Through class discussions of common past and current health care issues with both positive and negative environmental impact.</p>

### Instructional Methods

The following instructional methods should be used for this course:

1. Position papers (persuasive writing assignments to assist clarification of own beliefs on an issue)
2. Discussion participation
3. Critiques (critical review of publicly available health related information)
4. Research paper (topic of interest related to individual)
5. Reflective learning summaries (shared with peers)
6. Experiential activity (active learning exercise)

### Methods of Assessment/Evaluation

Method	% Course Grade
Experiential learning essays (5)	5%
Reflective learning summaries (5)	5%
Position papers (6)	30%
Discussions (10)	30%
Research paper (1)	20%
Critiques (2)	10%

## Text(s)

Consumer Health: A Guide to Intelligent Decisions, Barrett, S., Jarvis, W. T., Kroger, M., and London, W. M., 9th edition. McGraw-Hill Humanities/Social Sciences/Languages (2013).

Essentials of Health Services, Williams, S. J., 5<sup>th</sup> edition. Thomson Delmar Learning (2009).

## Bibliography

Access to Health: Green Edition, by Rebecca J. Donatelle. Pearson Education (2010).

An Invitation to Health: Choosing to Change by Dianne Hales. Wadsworth Cengage Learning (2009).

World Health Organization (WHO), "Constitution of the World Health Organization," *Chronicles of the World Health Organization* (Geneva, Switzerland: WHO, 1947).

National Center for Health Statistics. Health, *United States, 2007, with Chartbook on Trends in the Health of Americans* (Hyattsville, MD: 2007).

U.S. Department of Health and Human Services, Health Resources and Services Administration, *Women's Health USA 2007* (Rockville, Maryland: U.S. Department of Health and Human Services, 2007).

National Institutes of Health, *National Institutes of Health (NIH) Strategic Research Plan and Budget to Reduce and Ultimately Eliminate Health Disparities: Volume 1, Fiscal Years 2002-2006* (Bethesda, MD: National Institutes of Health, May 12, 2006).

Centers for Disease Control and Prevention, "Disability and Health," updated October 5, 2007, [www.cdc.gov/Features/Disability](http://www.cdc.gov/Features/Disability) Awareness.

U.S. Department of Health and Human Services, ***Healthy People 2010: National Health Promotion and Disease Prevention Objectives for the Year 2010*** (Washington, DC: Government Printing Office, 1998).

M. Reeves and A. Rafferty, "Healthy Lifestyle Characteristics Among Adults in the United States," *Archives of Internal Medicine* 165, no. 8 (2005).

Centers for Medicare and Medicaid Services, "*Medicare Enrollment: National Trends 1966-2007*," 2008, [www.cms.hhs.gov/MedicareDataSourcesGenInfo](http://www.cms.hhs.gov/MedicareDataSourcesGenInfo).

Consumer Health, "*Patient Rights: Informed Consent*," 2008.

## Other Learning Resources

### Audiovisual

1. "SICKO" A film by Michael Moore. DVD, 72 minutes (2007).\*
2. "Sick Around the World: Other Rich Countries have Universal Health Care. Why Don't We?" DVD, 60 minutes. PBS Home Video (2006).\*
3. "Healthcare Crisis: Who's at Risk?" Narrated by Blythe Danner. Video, 56 minutes (2000).\*
4. C-Span (current Congressional hearings live and prerecorded debating U.S. universal healthcare bill).

\*Resources available through the TC3 Media Center.

**Electronic**

1. Center for Disease Control and Prevention - <http://www.cdc.gov/>
2. National Health Information Center - <http://nhic-nt.health.org/>
3. Healthy People 2010 - <http://www.health.gov/healthypeople/>
4. Healthfinder - <http://www.healthfinder.pr/default/htm>
5. RAND Health - <http://www.rand.org/organization/health/>
6. Mayo Clinic – [www.mayoclinic.com/health/](http://www.mayoclinic.com/health/)
7. National Center for Complimentary and Alternative Medicine – <http://nccam.nih.gov/health/>
8. Consumer Health – [www.emedicinehealth.com/](http://www.emedicinehealth.com/)
9. U.S. Food and Drug Administration - [www.fda.gov/cder/drug/infopage/](http://www.fda.gov/cder/drug/infopage/)
10. [www.WEBmd.com](http://www.WEBmd.com)
11. [www.CNN/healthcare.com](http://www.CNN/healthcare.com)

**Other**

1. Local history investigations
2. Graveyard exploration
3. Personal interviews with health care professionals
4. Family History Tree of health and illnesses