

**TRADITIONAL AND NON-TRADITIONAL APPROACHES TO HEALTH
EDU 380 & PH 380 CRN Section**

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| **Time** | **Days** | **Where** | **Date Range** | **Schedule Type** | **Instructor** |
|  |  |  |  | Lecture | Dr. Ellen Godbey |

This syllabus is a working draft. Information is susceptible to change, EXCEPT for the book listed below which you will need for your class.

**Contact Information**

**Office:** GRH 1006 **Phone:** 270-745-5414 (STE) **Email**: ellen.godbey@wku.edu

**Office Hours:** The following listed hours are when I am in my office. Feel free to stop without an appointment.

MWF:

TR:

**Course Description**

This course provides a side-by-side comparison/contrast of the Traditional and Non-Traditional approaches to health: history, prevention, prevalence, future projections, concepts, methods/treatment, influence on health behaviors, philosophy, research, and argument. Students will not only examine multiple levels of influence on health behaviors but will also examine the complex interactions between behavioral, biological, cultural, social, environmental, economic, and political factors. Students will analyze how the Traditional and Non-Traditional systems have evolved and make judgments about how these systems have informed decision-making and public policy.

**Academic Objectives**

* Compare and contrast traditional and non-traditional methods/treatment for a selected health problem
* Categorize approaches to various health issues
* Define terms comprising each system
* Match diagnostic procedures to each system
* Describe multiple levels of influence on health behaviors
* Explain interactions between two or more factors: behavioral, biological, cultural, social, environmental, economic, political
* Discuss the philosophy and concepts of each system
* Analyze how each system has evolved
* Compare the study of individual components to the analysis of the two systems
* Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself
* Gather sound and relevant evidence to support a written argument
* Analyze and synthesize the assembled evidence in writing
* Articulate a logical and supported argument
* Contrast systems-thinking with analytic thinking

**Texts**:

**Course Calendar**

Available for download in Blackboard during the first week of class.

**SUMMARY OF COURSE REQUIREMENTS AND EVALUATION**

**Weekly assignments TBA in class and on Bb**

**Point Scale**

900-1000 A

800-899 B

700-799 C

600-699 D

Below 600 F

**Case Study (15%)**

Students will be provided with a sample Case Study template to use in gathering information and studying individual components of a system and compare them to an analysis of an entire system. The Case Study will be scored according to the Connections Rubric.

**Essay/Quizzes (20%)**

Essay – Students will explain interactions between two or more factors: behavioral, biological, cultural, social, environmental, economic, and political.

## Interview (15%)

Students will conduct an interview using questions developed by the class. First-hand knowledge about the evolution of the two systems will be gathered from a senior(s) (age 62+). Students will document the responses to questions in a journal. The assignment will be scored according to the Connections Rubric.

**Colloquia (10%)**

* Students will share their results from the interviews
* Students will describe multiple levels of influence on health behaviors
* Students will discuss the philosophy and concepts of each system

 **Argument Paper (30%)**

Students will gather credible evidence about how system-level thinking has informed decision-making, public policy, and/or the sustainability of a system and make judgments about its validity. This assignment will be scored using the Connections Rubric.

**Argument Presentation (10%)**

Students will articulate a logical and supported argument (i.e. present their Argument Paper.)

**Class Attendance and Late Work**

Each student is expected to be present, prepared, participatory, and polite. Assignments completed outside of class are due in class on the due date. It is expected that ALL assignments will be submitted on their due dates. Late assignments will be accepted for up to one week (7 consecutive days) after the original due date to receive any credit. Late assignments will be penalized at a rate of 10% the first day and then 15% per day (up to 6 additional days) after that. **After one week, no credit will be awarded.** Some assignments will NOT be accepted late for any credit. In addition, extra credit will not be given if students fail to complete the major assignments.

## Talking during Class

Talking to classmates when class is in session is considered a disruption unless students are engaged in a small group or partner activity.

**Electronics**

You must turn off and put away all electronic devices during class (cell phones, IPODS, laptops, etc.). You are not to text messages during class. Use of electronics during class is considered a disruption and you may be asked to leave.

**Email Messages**.

If assignments are submitted via email, they should be saved as either.docx or PDF files. Make sure to put the course prefix (LTCY 199C) is in the subject line and include your full name in the text. Emails should come from a wku.edu address.

**Written Assignments**

All written assignment submissions should be typed and follow APA formatting style

**Plagiarism (Important)**

To represent ideas or interpretations taken from another source as one's own is plagiarism.  Plagiarism is a serious offense.  The academic work of students must be their own.  Students must give the author(s) credit for any source material used.  To lift content directly from a source without giving credit is a flagrant act.  To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

**Student Policies**

The following sections are taken from the 22nd edition of WKU’s Faculty Handbook:

**Cheating**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

**Disposition of Offenses**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Vice President for Student Affairs for disciplinary sanctions.

**Other Types of Academic Dishonesty**

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Vice President for Student Affairs for disciplinary action.

**ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at <https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 orJoshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

**Extra Help**

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

**Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

TRADITIONAL & NON-TRADITIONAL APPROACHES TO HEALTH

Course Outline

I. Traditional vs. Non-Traditional Health Systems

 A. History

 B. Evolution

 C. Prevention

 D. Current prevalence

 E. Future projections

 F. Concepts

 G. Diagnostic procedures

 H. Methods/Treatment

 I. Practitioner nomenclature

 J. Socio-ecological perspective

 a. Levels of influence on health behaviors

 b. Interactions between factors

 1. Behavioral

 2. Biological

 3. Cultural

 4. Social

 5. Environmental

 6. Economic

 7. Political

 K. Philosophy

 L. Evidence & Argument

 a. Government funding

 b. Government regulation

 M. Systems characteristics

 N. System behavior

 O. Connections and consequences of systems thinking

 P. Skills of systems thinking

 a. Static vs. Dynamic thinking

 b. Systems-as-effect thinking vs. System-as-cause thinking

 c. Tree-by-tree thinking vs. Forest thinking

 d. Factors thinking vs. Operational thinking

 e. Straight-line thinking vs. Loop thinking

 Q. System stakeholder networks

 R. Steps to systems thinking

