

UNIVERSITY OF WISCONSIN – STEVENS POINT
SCHOOL OF HEALTH SCIENCES AND WELLNESS

Course Title: HS 105 – Survey of Common Diseases	Term: Spring 2022 Section: 1 Credits: 3
Instructor: Holly Schmies, PhD, LAT Teaching Assistant – Rachel Brockdorf	Phone: 715-346-2922 (Office) Email: hschmies@uwsp.edu
Time: Monday 1:00pm – 2:50pm (required) CBB 131	Office Hours: Tuesday 12-1; Thursday 1-2. Can also schedule additional meetings.

Required Textbook: (available at text rental)

Human Diseases: A Systemic Approach (8th ed.). By Zelman, Tomparry, Raymond, Holdaway & Mulvihill. (2015). Pearson Publishing. ISBN: 978-0-13-515556-1.

Course Description:

This course examines major disease categories such as infectious disease, cancer, stroke, and heart disease. Basic physiology, causes, risk factors, and prevention are explored within the context of public health.

Prerequisites: none

Learning Competencies & Outcomes:

Participants will:

- 1) Develop basic knowledge of common disorders at system levels.
- 2) Link prevalence of more common disorders to congenital, environmental, and lifestyle factors.
- 3) Discuss common disease in terms of etiology, risk factors, and preventive efforts.
- 4) Define patient centered communication and display the ability:
 - a. Establish a connection to garner trust and support
 - b. Integrate the individual's perspective
 - c. Demonstrate interest and empathy through interpersonal communication
 - d. Collaborate and advocate for equity, diversity, and inclusion

Enduring understandings: Students will understand that ...

- Homeostasis is central to life.
- Common illnesses and conditions stem from basic mechanisms of disease
- Health care providers should focus on patient-centered care and with the goal to reduce the incidence and spread of disease
- Current events and related news affect people's understanding and views of disease

Essential Questions

- What is homeostasis and what leads to the body's inability to maintain homeostasis?
- What are the basic mechanisms of disease?
- What role does culture, heredity, and the environment play in the manifestation and spread of disease?
- What knowledge, skills and dispositions do healthcare professionals need?
- How can you, as a healthcare professional or individually, help prevent the development or spread of disease?

Knowledge (Know): Students will be able to/can ...

- Describe changes in homeostasis that can lead to disease

- Describe the basic mechanisms of disease and relate to common disorders
- Recognize signs and symptoms of common disease
- Identify risk factors and preventative measures of common disease
- Identify diagnostic tests and treatment options for common disease
- Describe/access a variety of resources for information, news and current events as related to common disease

Skills (Be able to): Students will be able to/can ...

- Evaluate signs and symptoms of common disease from case studies
- Link prevalence of common disorders to mechanism of disease
- Discuss common disease in terms of signs/symptoms, diagnostic tests, treatment options, prognosis, risk factors and prevention
- Analyze case studies to identify common disease
- Perform a personal health history
- Discuss disease from the perspective of a variety of healthcare professionals

Dispositions (Value/Appreciate): Students will be able to/can ...

- Explain the importance of keeping up with current events and news as it relates to disease
- Explain the importance of recognizing signs and symptoms of common disease
- Explain why a basic understanding of disease is important
- Explain the importance of prevention as it relates to common disease
- Recognize their own risk factors for common disease
- Propose changes to better the health of themselves as well as others
- Explain how common disease is viewed from different perspectives

Course Format:

This course uses multiple methods of learning and assessment. To assure your success in this course, several strategies are recommended:

- Attend class. Topical discussions and activities taking place during class time reinforce learning, covers material more in-depth, and assist in developing test-taking strategies & abilities.
- Complete all assigned readings prior to the class in which they are covered. A class schedule is attached for this purpose. You are expected to actively participate in discussion each class session.
- Completely answer each learning objective at the beginning, and study questions at the end of each chapter in the text.
- Study key terms listed at the beginning of each chapter, especially if you have not yet taken a medical terminology course. Comprehension of definitions and key terms will make developing information about diseases much easier. Plan to use dictionaries & thesaurus supporting your learning and understanding of key concepts.
- Complete your work and be proactive. Think about what you might add to the discussion as you are reading and completing your assignments. Active preparation and participation are essential to your success.

Course Grade: Derived from a percentage of total points possible. All assignments, quizzes, exams will carry equal weight. It's a simple equation of the number of points you earned divided by the total points possible for the course.

Graded Learning Opportunities:

All assignments will be due on **Sundays at 11:59pm**. If there is a change to this – it will be communicated well in the Canvas course within the specific module. For example, an initial discussion post may be due on Thursday with the final peer responses due by Sunday evening. Examples of graded learning assessments are:

- Personal health history discovery and personal case study
- Course discussion via Canvas
- Case Study Assignments
- Learning inventories (i.e. quizzes and exams)
- Attendance and interaction (not formally graded – but the more you interact, the more you learn)

Grading Scale:

Total point value places participants into grading categories listed below. Grades are based on actual achievement, and are **not rounded up**. Percentages provided are of total possible course points earned.

A: 94-100%	B: 83-86%	C: 73-76%	D: 60-64%
A-: 90-93%	B-: 80-82%	C-: 70-72%	F: 59% or below
B+: 87-89%	C+: 77-79%	D+: 65-69%	

Personal Health History and Personal Case Study: Students will utilize the information gathered in the development of their family health history trees and create your personal case study based on your current health or your family health history. Students will then prepare an assignment based on your personal case and what you would like to learn more about in terms of prevention, treatment, prognosis, etc.

Discussions: Students will read and develop opinions based on different topics and utilizing different sources – there will be opportunities to reflect on your personal feelings vs. the science and how you will respond as a future health care provider.

Learning Inventories: There will be quizzes and exams throughout the semester. They will all be scheduled – no pop quizzes – and your final exam will be cumulative from the semester.

Case Studies - Group Work and Discussions: Students will be divided into groups or work individually on case studies. The case studies will help you to learn about various diseases/illness in an investigatory format. At times they will be assigned to do prior to class (individual or a group). Other times, they will be part of group work and we will use class time to figure out with might be ailing our “patient”.

Attendance: It is your responsibility to come to class. If you don't, you are responsible to learn the information covered. I will not send it to you nor will I let you make up any points earned in class that day via group work or discussion. You must be here to participate and learn. If you have a pre-approved excused absence – I will help to bring you up to speed on the information we covered.

WHERE CAN YOU FIND ALL THE INFORMATION YOU NEED FOR ASSIGNMENTS?

Please utilize CANVAS for information on assignments and course information. This syllabus is just an overview of what is to come for the semester.

Guidelines for Success

Discussions ~ Participation Guidelines & Evaluation

While course participation is not formally graded – there is an opportunity to gain more out of this course by being

present, engaged and participating. A component of your grade will be based on quality contributions to the Discussion Board on Canvas. This is another place for you to show your voice in learning which is sometimes more comfortable to students rather than speaking up in class. Quality participation in Canvas discussions is considered as thoughtful and concise contributions that demonstrate critical thinking related to the course material. Contributions of low quality or those that are long-winded paragraphs of excerpts from course materials or other sources that show you can copy and paste – but not necessarily think through the information. Furthermore, class comments such as "I agree" or "Yes/No" will not contribute toward the frequency of your participation.

The rubric for written discussions will be available on Canvas – here is an overview:

Excellent: Actively participates in discussions. Frequently presents issues for discussion and actively responds to other students' comments. Comments demonstrate critical thinking and thorough comprehension of course content. Encourages feedback from other students.

Good: Reposts information from course or from resources to show understanding but content demonstrating critical thinking is limited.

Poor. Minimal participation in discussions. Comments may resemble "I agree" or "Yes/No" responses. No demonstration of critical thinking.

Attendance

Absence from class is only excused with written documentation or a conversation with the instructor. Please respect your classmates & faculty by letting them know if you are unable to attend class prior to your absence. Emails or phone calls after your absence is not an acceptable way of having your absence excused. While I will not be grading attendance, you will not be able to make up any of the in-class assignments nor will I accept late assignments for full points without an excused absence.

Goal of the Course ~ It is about learning!!

Your success is the main goal of any learning experience. You need to put in the work to see the success. The assignments in this course are designed to help you learn about your health history as well as the common illnesses and diseases you or your family may experience. We will talk about prevention, diagnosis, treatment and start to build foundational knowledge required of all future health care providers. You will get out of the course what you put into the course and it is my hope you will give your full effort in learning information that can continue to be helpful to you personally and professionally.

Academic Honesty & Misconduct

-Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. And bottom line – you can get kicked out of UWSP. When you cheat, plagiarize, or make false claims – you are not only hurting yourself but the integrity of the college, program and fellow learners.

-You came here to learn and better yourself – so do it – don't use someone else's work. Examples of academic misconduct that will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.

-Academic dishonesty and misconduct will be reported to the Dean of Students Office (DOS). As the instructor of the course, I will work with you to rectify the situation but will also work with the DOS to ensure it is fair and the appropriate disciplinary actions are sanctioned. You can find more specific information at the DOS website under Academic Concerns or in the Student Handbook.

Links:

DOS – Academic Concerns: <https://www.uwsp.edu/dos/Pages/stu-academic.aspx>

DOS – Student Handbook: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

UWS Chapter 14: <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>

My Intent

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity.

It is not my intent to offend anyone nor make anyone feel uncomfortable. If I do – please let me know. We are all learning together how to be more inclusive with our language, actions, and behaviors. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Cell phone and Laptops

Using your cell phone or laptops during class for anything unrelated to the course content is unprofessional. I will ask you to use it as a learning tool at times during the course – so I do encourage that you have it with you. However, it is for course use only. I will have my phone with me as I am the primary contact for my children during the school day – but will not engage in using it for any other reason. I expect the same from you. Please turn your cellphone to silent during class. It is preferred you leave it in your bag/pocket during class. If you have it out – please put the screen face down and do not use it as a distraction to your classmates or faculty. I will verbally ask you to put your phones away if you are actively using it during class for unrelated reasons. Laptops are encouraged for use when taking notes or looking for course resources. Please do not engage in other activity that is unrelated to the course content.

UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or the Dean of Students Website (www.uwsp.edu/dos).

ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability & Assistive Technology Center (DATC) for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. DATC is located on campus at 609 Albertson Hall (ALB), 900 Reserve Street, UW-Stevens Point, Stevens Point, WI 54481.

Date	Topics	Learning Activities – Due at end of week
<p><i>**Set aside at least one day per week for additional online work. It will build off of the information we discussed on Monday or it will prepare you for the week ahead. The assignment listed for the week will be due at the end of the week – exceptions will be Discussions which require peer responses. See Canvas for updated due dates.</i></p>		
WEEK 1 Mon Sept 12	Course Overview Intro to Diseases & Mechanisms of Disease How things spread ? The Goal of Hemostasis	Pre-class reading: Chapter 1 and 3 Assignment: Introduction Discussion Assignment: Learning Inventory Worksheet
WEEK 2 Mon Sept 19	Homeostasis : What is it ? How to we measure it ? What is making me sick? Virus, Fungus, Bacteria or Parasites Family Tree Assignment Overview	Pre-class reading: Canvas Resources; Chapter 1 and 3 Assignment: Learning Inventory Quiz
WEEK 3 Mon Sept 26	Introduction to Immunity and Our Immune System Vaccinations	Pre-class reading: Chapter 2 and 3 Assignment: Learning Inventory - Immunity Assignment: Family Health History – Pt. I
WEEK 4 Mon Oct 3	Meeting: Immunity and Immune System; Vaccinations Online: Vaccinations and Immunity	Chapter 3 and 5; Canvas Resources Assignment: Vaccination Discussion
WEEK 5 Mon Oct 10	Introduction to Cancer Online: Cancer	Chapter 4; Canvas Resources Assignment: Cancer Case Study
WEEK 6 Mon Oct 17	Meeting: Integumentary System and Skin Diseases Online: Skin Diseases	Chapter 17 Assignment: Learning Inventory Quiz
WEEK 7 Mon Oct 24	Meeting : Cardiovascular System and Disease Online: Cardiovascular Case Studies	Chapter 6 Assignment: Cardiovascular Case Study
WEEK 8 Mon Oct 31	Meeting: Discussion on Cardiovascular System Case Studies Online: Metabolism and Prevention	Chapter 6; Canvas Resources Assignment: Self-reflection
WEEK 10 Mon Nov 7	Meeting and Online: Respiratory System	Chapter 8 Assignment: Learning Inventory Quiz
WEEK 11 Mon Nov 14	Meeting and Online: Autoimmune diseases – Diabetes and Thyroid	Chapter 12, Canvas Resources Assignment: Case Study
WEEK 12 Mon Nov 21	Meeting and Online: Orthopedics	Chapter 16; Canvas Resources Assignment: Learning Inventory
WEEK 13 Mon Nov 28	Meeting: Mental Health Online : Mental Health ; Mindfulness ; Implicit Bias	Canvas Resources ; Bias Surveys and Readings Assignment: Discussion on Mental Health and Mindfulness
WEEK 14 Mon Dec 5	Meeting and Online: Implicit Bias – Becoming a Reflective Health Care Provider : Online : Watch Video by Lindsay Bernhagen, PhD	Chapter 15; Ted Talks; Assignment: Self-reflection
WEEK 15 Mon Dec 12	Meeting : Gastrointestinal Issues Online: Neurological Conditions	Chapter 9 and 13, Canvas Videos Assignment: Mini-Case Studies Assignment: Learning Inventory Quiz
WEEK 16	Final Examination Week – Wed Dec 21 – 8-10:00am Synchronous face-to-face, in-person exam.	