

## HS 105 ~ Survey of Common Diseases Course Syllabus

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### **Course Description: HS 105 Survey of Common Diseases – 3 cr.**

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

### **Required textbook:** (available through text rental)

Zelman, Tomparry, Raymond, Holdaway & Mulvihill. (2010). Human Diseases ~ A Systemic Approach (7<sup>th</sup> ed.). Pearson Publishing. ISBN: 978-0-13-515556-1.

### **Core Abilities:**

- Communicate Effectively ~verbally & in writing
- Think Critically
- Exercise Problem-Solving Skills
- Work Collaboratively in Diverse Teams
- Respect Cultural Diversity & Pluralism

### **SHCP Student Performance Learning Outcomes**

Participants will:

- 1) Relate theoretical constructs from the biological, physical, social and behavioral sciences to the knowledge of health, disease and health systems
- 2) Apply principles of written, verbal and non-verbal communications to interactions with colleagues in learning, among disciplinary professionals with clients in health care
- 3) Compare and contrast fields of healthcare and the impacts of interdisciplinary practice
- 4) Apply basic research methodology and appreciate the role of research in understanding and improving healthcare
- 5) Demonstrate proficiency in self learning and in developing professionalism
- 6) Evaluate issues in healthcare using scientific reasoning and evidence-based research
- 7) Synthesize individual knowledge base directed to collaborate problem-solving of healthcare issues
- 8) Analyze the dimensions of diversity and geographical awareness in relation to health care implications

**Enduring understandings**

Students will understand that ...

- Common diseases stem from basic mechanisms of disease
- Disease is viewed differently by different people
- Current events and related news affects people's understanding of disease
- There are ways we can reduce the incidence and spread of disease

**Essential Questions**

- What leads to the body's inability to maintain homeostasis
- What are the basic mechanisms of disease
- What role does culture, heredity, ideology and the environment play in the manifestation and spread of disease
- How is disease perceived differently by people, cultures and healthcare professionals
- What knowledge, skills and dispositions do healthcare professionals need
- In what ways does current news and events impact the control or spread of disease
- 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, focusing on active learner engagement.

To assure your success in this course, several strategies are recommended:

1. Attend all classes! Topical discussions and activities taking place during class time reinforce learning, covers material more in-depth, and assist in developing test-taking strategies & abilities.
2. 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.
3. Form study groups of three or more and meet weekly to supplement individual study. Set defined objectives for each session to stay on focus.
4. Completely answer each learning objective at the beginning, and study questions at the end of each chapter in the text.
5. 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.
6. Group work is a major element to this class. Active preparation and participation is essential to your individual and group success.

**Course Grade: Derived from a percentage of total points possible**

Personal health history discovery

Common disease group presentation

Written papers and related reading assignments

Group work, active discussion, attendance

Quizzes

**Grading Scale:**

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

<b>A 94-100%</b>	<b>A- 92-93%</b>	
<b>B+ 89-91%</b>	<b>B 86-88%</b>	<b>B- 83-85%</b>
<b>C+ 81-82%</b>	<b>C 75-80%</b>	<b>C- 70-74%</b>
<b>D 65-70%</b>	<b>F below 64%</b>	

### Exams/Assignments:

- A. Quizzes: Approximately 20-40 questions using multiple choice/matching; true/false; short answer, essay and case study format will be completed, allowing approximately one hour fifteen minutes for completing each exam. Exam timeframes are listed on the course schedule.. A Comprehensive course exam will be the final examination for this course.
- B. Family Health History paper. Explore family and personal health history and research what you find and prepare a paper using credible medical resources. **Use guidelines & evaluation rubric on D2L when developing your work.**

**Due dates: To be determined in class. Ample time will be allowed to complete written assignments. As such, no points will be awarded for late work. All papers must be handed in on time – no exceptions..**

Cooperative Work Group (CWG): Health care professions require teamwork and cooperation at all times to support client needs. Throughout the semester, you will be required to act as a team with various cooperative workgroup (CWG) members. Individuals will research, develop & present various course projects and presentations. Guidelines will be provided for **group & team work. You will self & peer evaluate performance of all group members**, including yourself. Groups will make one major presentation, and provide a smaller project presentation during the course. Guidelines & evaluation rubrics are available on D2L.

- C. **Please note** – Students not attending a class on a day an assignment is given are still responsible for that assignment, unless the absence is excused. It is the responsibility of the student to seek out the instructor for instructions. Failure to make arrangements for assignments in the event of an excused absence will result in a zero for that assignment. In addition, students absent from class on a day the assignment is due are responsible for making sure the assignment is handed in that day. Any assignment not turned in will result in a zero, unless the student absence is excused. It is the student's responsibility to make arrangements with the instructor in the event of an excused absence. Failure to do so will result in a zero for that assignment.

### D. Missed/Late Work Policy

**Missed/late work (assignments, projects, exams, etc.) will receive a zero if not completed by the scheduled due dates or scheduled exam periods unless the student provides the instructor with a doctor's note, coaches note, obituary, etc., as deemed appropriate by the instructor. *Students with proper documentation will be given no more than 72 hours, from the date of the document, to complete all missed work.* It is the student's responsibility to provide the instructor with the documentation and schedule make-up exams and /or submit late assignments, etc. within the 72 hour time-frame; failure to do so will result in a zero.**

**Note: *Having to work is not an acceptable reason for missing class and the absence will be deemed unexcused, and result in a zero for any missed school work.***

### *Guidelines for Success*

#### **Discussion ~ Participation Guidelines & Evaluation**

Discussion Participation:

A component of your grade will be based on *active participation* in class. Your grade for class participation will be based on the *frequency and quality* of your contributions. Quality participation 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 will not ensure a good grade. Furthermore, class comments such as "I agree" or "Yes/No" will not contribute toward the frequency of your participation.

**Grade of A :** All criteria for 'B.' Illustrates a synthesis of knowledge by relating previous knowledge and/or experience with current knowledge and/or experience. Demonstrates leadership in discussion to facilitate course objectives. Provides supporting references to support his/her perspective.

**Grade of B :** 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.

**Grade of C :** Occasionally presents issues and comments during discussion. Feedback demonstrating critical thinking is limited.

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

**Grade of F.** No participation in class discussions.

You will receive a participation grade each week. At the end of the course, the grades will be averaged for an overall grade and corresponding point value.

#### **Class Discussions**

You are expected to contribute each class. Contributions should pose a question or questions to your colleagues promoting critical thinking related to the topic at hand. Time during class can be used to discuss issues related to the course materials, case studies, research articles or other relevant topics introduced by the instructor or other colleagues. Class discussion is designed to promote critical thinking and exchanging of information through thoughtful interaction between the classes learner participants. Your contributions can and should include professional and personal information and experiences relevant to the course content.

## Attendance

Absence from class is only excused with written documentation (doctor's excuse, printed obituaries, coaches' note for games). Please respect your classmates & faculty by letting them know if you are unable to attend class. Attendance & participation is scored accordingly: 0 absences ~ 100; 1 abs~ 90 ; 2 abs~ 80 ; 3 abs~ 70; 4 abs~ 60 ; 5 abs~ 50 ; 6 abs~ 40 ; 7 or > abs~ 0. Please respect those around you during class – **TURN CELL PHONES OFF.**

## Performance Based~ It's about learning!!

Your success is the main goal of any learning experience. In performance-based learning, we carefully identify what you need to be able to do as a result of a learning experience. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities that will help you develop the target skills, knowledge, and attitudes.

### Benefits for you:

- 1) You will learn skills and knowledge that you can & will apply, rather than outlines of information.
- 2) We tell you right up front WHAT you will learn, how we expect you to show WHEN you have learned, and HOW you may go about learning. This helps you plan how to invest your time & energy.
- 3) You know the standards for evaluation before the assessment. You earn a grade according to how well you perform the skills rather than according to how well others in the class perform. You are not graded on a curve--you are evaluated based on your individual performance.
- 4) You are actively involved in the learning. We design learning activities and assignments that teach you to solve problems and to learn on your own.
- 5) When you complete a learning experience, you have documentation showing the skills and knowledge you have learned. You can use this information when you seek employment, admission to further education, advanced standing or transfer of credit.

### Basic Terminology:

**Core Ability** - A broad capability that you will develop throughout a course, program, or major, rather than in one specific lesson. Core abilities include skills that everyone needs to succeed, such as problem solving and communication.

**Competency (objectives)**- A major skill, knowledge, or attitude that you will learn as a result of a given learning experience.

**Learning Activities** -Statements that describe strategies for learning skills, knowledge, and attitudes. (You might think of them as learning assignments.)

**Performance Evaluations** - Directions for completing a required assignment and a scoring guide telling you how your performance of a skill or the product you create will be evaluated.

### 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. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited,

thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors 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. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials or information to complete an assessment without permission from your instructor
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit [http://www.uwsp.edu/accreditation/docs/SA\\_PU\\_250.04.pdf](http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf) for more information.

### **UWSP Policies**

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog or student handbook.

### **ADA Statement**

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services 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. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.



