

UNIVERSITY OF WISCONSIN – STEVENS POINT
SCHOOL OF HEALTH CARE PROFESSIONS

Course Title: HS 105 – Survey of Common Diseases	Term: Spring 2018 Section: 2 Credits: 3
Instructor: Rebecca Sommer, PhD	Office Phone: 715-346-3766 Email: rsommer@uwsp.edu
Time: Mon. & Wed. 8:00 - 9:15 am in Room D217 Science Building	Office Hours: Tues. 9-11^{am}, Wed. 3-4^{pm}, Thurs. 3:30-4:30^{pm}, Office: D127 Science Building

Required Textbook: (available at text rental)

Human Diseases: A Systemic Approach (8th ed.). By Zelman, Raymond, Holdaway, Dafnis & Mulvihill. (2015). Pearson Publishing. ISBN: 978-0-13-342474-4.

Course Description:

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

Prerequisites: none

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:

- 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.
- 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 class discussions.
- Engage with the learning objective at the beginning of each chapter, and answer 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 it easier to learn about diseases. Plan to use additional resources to support your learning and understanding of key concepts.

Course Grade: Derived from a percentage of total points possible. Points from assignments, quizzes and exams carry equal weight. It's a simple equation of the amount of points you earned/total points possible for the course.

Graded Learning Opportunities:

Attendance

Personal Health History Reflection (Part 1) and Personal Health History Case Study/Paper (Part 2)

D2L and in-class discussions, including discussion on Vaccines, Mental Health, and U.S. Health Care Systems

Learning inventories: four D2L quizzes, one in-class mid-term, and one in-person cumulative final exam

WHERE CAN YOU FIND ALL THE INFORMATION YOU NEED?

Please utilize D2L for information on assignments, quizzes, exams, and other course information. This syllabus is a general overview.

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%	

Learning Inventories: There will be four quizzes and two exams throughout the semester (see Course Schedule). They will all be scheduled – no pop quizzes – and your final exam will be cumulative from the semester. Quizzes are online (D2L) and are open-book. They are to be completed on your own. Quizzes are not to be done in collaboration with anyone. I will convert your total quiz score to reflect your 3 best scores. The total quiz score determines 20% of your final grade. The Mid-term is in class and determines 20% of your final grade. The Final is in class and determines 25% of your final grade.

Personal Health History Reflection and Personal Case Study Paper: Students will utilize the information gathered in the development of their family health history trees to select one disease found within their family. Students will then prepare a paper on the selected disease and research it using credible sources.

Discussions: Students will participate in daily class discussions as well as three assigned discussion topics covering Vaccinations, Mental Health, and U.S. Health Care Systems. Assigned discussion topics will have D2L responses required prior to the in class discussions.

Discussion Participation Guidelines & Evaluation

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' and 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.

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 an excused absence (which may require documentation) – I will recap information covered and your attendance grade will not be penalized.

Absence from class is only excused with written documentation (doctor's excuse, printed obituaries, coaches' note for games). I expect to hear from you before the possibility of you missing an exam, quiz, or an assignment due date. Class Attendance 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 – **SILENCE and put away cell phones.**

Students with Disabilities

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability and Assistive Technology Center (DACT) for assistance with accommodations. It is the student's responsibility to work with DATC to document permanent or temporary disability in order to determine eligibility and receive reasonable accommodations. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Contact DACT at datctr@uwsp.edu, 715-346-3365, Room 609 Albertson Hall, 900 Reserve Street, Stevens Point, WI 54481.

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, 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. 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 <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11> 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.

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.

Core Abilities:

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

Learning Competencies & Outcomes:

Participants will:

- 1) Develop basic knowledge of common disorders at the cellular, organ, and 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) Work collaboratively as parts of teams.
- 5) Demonstrate abilities through basic skills performance.

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