

**HS 105 Survey of Common Diseases
Course Syllabus
Fall 2018**

Instructor: Reed Brooks EdD, MS, PA (ASCP)

Office: SCI-D145

Phone: 715-346-2646

E-mail: Reed.Brooks@uwsp.edu

Meeting Time/Location: CCC 114

Office Hours: T, R 10-11

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. (2015). Human Diseases ~ A Systemic Approach (8th ed.).

Core Abilities:

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

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 as assigned.
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 a dictionary & a thesaurus to support your learning, and understanding of key concepts.

Course Grade:

Attendance	10%
Group Work, Discussion, Assignments	30%
Group Presentation	15%
Paper	15%
Midterm	15%
Final	15%

A. Attendance

Absence from class is ***only excused*** with written documentation (doctor's note, printed obituaries, coaches' note for games, etc as deemed acceptable by the instructor). ***Failure to provide written documentation upon the student's first day of return to class will result in the absence being unexcused and will result in point deductions for the attendance grade and any missed assignments, group projects, papers, quizzes, etc. missed on the day of an unexcused absence will receive a zero. No exceptions.*** Please respect your classmates & faculty by letting them know if you are unable to attend class. Please respect those around you during class – **TURN CELL PHONES OFF.**

The attendance grade itself is scored accordingly: 0 absences = 100%; 1 abs = 95%; 2 abs = 90%; 3 abs = 85%; 4 abs = 80%; 5 abs = 70%; 6 abs = 60%; 7 abs= 0%.

B. Group Work, Active Discussion, and Assignments: Health care professions require teamwork and cooperation at all times to support patient needs. Throughout the semester, you will be required to act as a team. Individuals will research, develop, and present various course projects, presentations and/or complete assignments. A sign in sheet will be handed out at the beginning of class. **It is the student's responsibility to sign the form.** Failure to do so will result in a zero for the day for all possible points (attendance, assignments, etc.) unless the absence is excused (see attendance policy above). **Attendance is mandatory.**

C. Group Presentation: Students will be assigned to groups, and will research a disease from one of the assigned chapters in the book not previously covered in class. Students will then do a presentation on their disease at the end of the semester. Presentation dates are located on

the course schedule. *Use guidelines & evaluation rubric on D2L when developing your work.*

D. Paper: Students will write a paper utilizing the instructions and rubric posted to D2L.

E. Exams: A midterm and final exam will be given over the course of the semester covering topics explored in class from lectures, group work, assignments, etc.

Grading Scale:

A 94-100%	A- 92-93%	
B+ 89-91%	B 86-88%	B- 83-85%
C+ 81-82%	C 75-80%	C- 70-74%
D 65-69%	F below 64%	

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, mechanistically, and preventive efforts.
- 4) Work collaboratively as parts of teams with an emphasis on interprofessionalism.
- 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

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
5. 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 for more information.

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.

The instructor reserves the right to make changes to the syllabus and course content. Any in-class announcements (verbal or written) are considered official addendum to this syllabus. It is the student's responsibility to know what changes have been made. It is the student's responsibility to check D2L and emails for course announcements.