

UNIVERSITY OF WISCONSIN – STEVENS POINT  
SCHOOL OF HEALTH CARE PROFESSIONS

<b>Course Title:</b> HS 105 – Survey of Common Diseases	<b>Term:</b> Fall 2018 <b>Sections:</b> 1 & 3 <b>Credits:</b> 3
<b>Instructor:</b> Rebecca Sommer, PhD	<b>Office Phone:</b> 715-346-3766 <b>Email:</b> <a href="mailto:rsommer@uwsp.edu">rsommer@uwsp.edu</a>
<b>Time:</b> <b>Section 1:</b> MW 9:30 - 10:45 am, Rm 146 HEC <b>Section 3:</b> MW 2:00 - 3:15 pm, Rm D217 Sci. Bldg.	<b>Office Hours:</b> Tues. 9-11 <sup>am</sup> , Wed. 3:30-4:30 <sup>pm</sup> , and by appointment. <b>Office:</b> D127 Science Building

**Required Textbook: (available at text rental)**

Human Diseases: A Systemic Approach (8<sup>th</sup> 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?**

D2L must be utilized for information on course schedule, 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.

<b>A:</b> 94-100%	<b>B:</b> 83-86%	<b>C:</b> 73-76%	<b>D:</b> 60-64%
<b>A-:</b> 90-93%	<b>B-:</b> 80-82%	<b>C-:</b> 70-72%	<b>F:</b> 59% or below
<b>B+:</b> 87-89%	<b>C+:</b> 77-79%	<b>D+:</b> 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 quiz 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 person 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 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 (requires 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 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](mailto: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

**Fall Semester 2018**

**HS 105 Section 1: MW 9:30 – 10:45<sup>am</sup>, HEC 146**

**HS 105 Section 3: MW 2:00 – 3:15<sup>pm</sup>, D217 Sci. Bldg.**

**Possible Course Points**

Health History Assignment (25 pts part 1 + 75 pts part 2) 100 (20%)

Quizzes 1-4 (in D2L, 25 pts each x 4 quizzes) 100 (20%)

Total quiz score will be converted to reflect your 3 best quiz scores

Discussions (25 pts x 3 in-class & D2L discussions) 75 (15%)

Mid-Term Exam (in-class Wednesday, Oct. 31) 100 (20%)

Cumulative Final Exam 125 (25%)

Section 1: Thursday, Dec. 20, 10:15<sup>am</sup> - 12:15<sup>pm</sup>, 146 HEC

Section 3: Monday, Dec. 17, 2:45 - 4:45<sup>pm</sup>, D217 Sci. Bldg.

500 total points

**HS 105 Sections 1 & 3 Survey of Common Diseases  
Fall 2018 Course Calendar/Schedule**

<b>Date</b>	<b>Topics</b>	<b>Learning Activities - <u>Due prior to the start of class</u></b>
<b>WEEK 1</b> Monday, Sept. 3	Labor Day – No class	
Wednesday, Sept. 5	Course Overview Be more than familiar with the topics in this class Chapter 1 : Introduction to Disease	Read Family Health History Assignment
<b>WEEK 2</b> Monday, Sept. 10	Chapter 1: Introduction to Disease (continued) Introduction to Infectious Diseases, including Transmission and Control	Read Chapter 1 and 3 <i>Start to ask family about health history</i>
Wednesday, Sept. 12	Chapter 3: Infectious Diseases (continued) Virus, Bacteria, Fungus, Parasites, including Zika virus and antibiotic resistance	Review Chapter 3 see Chapter 8 p. 144-151 see Chapter 17 p. 384-391
<b>WEEK 3</b> Monday, Sept. 17	May be no class today – will keep you posted	Read Chapter 2 Watch Immunity Videos on D2L
Wednesday, Sept. 19	Chapter 2: Introduction to Immunity and Disease Family Health History Assignment Revisited	

<b>WEEK 4</b> Monday, Sept. 24	Immunity and Vaccinations Vaccination Group Discussion Overview	Vaccination Readings on D2L Read Discussion Assignment
Wednesday, Sept. 26	<b>Vaccination Discussion – Attendance and participation count toward final grade</b>	<b>Due:</b> Vaccination Discussion D2L posts due <u>before</u> class Wednesday, Sept. 26
<b>QUIZ 1:</b> 8:00 <sup>am</sup> Thursday – 8:00 <sup>am</sup> Monday, Sept. 27- Oct. 1	D2L <b>QUIZ 1</b> , 25 points (covers weeks 1-4 material) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	D2L <b>QUIZ 1 Due</b> at 8:00 <sup>am</sup> on <b>Monday, Oct. 1</b>
<b>WEEK 5</b> Monday, Oct. 1	Understanding Cancer	Read Chapter 4
Wednesday, Oct. 3	Understanding Cancer (continued)	Suggested Reading: <i>Principles of Cancer Biology</i> on 2 hr Reserve in library
<b>WEEK 6</b> Monday, Oct. 8	Understanding Cancer (continued)	<b>Due:</b> Family Health History Part 1 submitted via D2L <u>before</u> class on <b>Monday, Oct. 8</b>
Wednesday, Oct. 10	Understanding Cancer (continued)	Suggested Reading : <i>Principles of Cancer Biology</i> , on 2 hr reserve in library
<b>WEEK 7</b> Monday, Oct. 15	Diabetes	Read Chapter 12 p. 278-282 <b>Due:</b> Family Health History Part 2, D2L submission by start of class on <b>Monday, Oct. 15</b>
Wednesday, Oct. 17	Cardiovascular System Hypertension, stroke, arteriosclerosis	Read Chapter 6
<b>QUIZ 2:</b> 8:00 <sup>am</sup> Thursday – 8:00 <sup>am</sup> Monday, Oct. 18-22	D2L <b>QUIZ 2</b> , 25 points (covers weeks 4-6 material) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	D2L <b>QUIZ 2 Due</b> at 8:00 <sup>am</sup> on <b>Monday, Oct. 22</b>
<b>WEEK 8</b> Monday, Oct. 22	Cardiovascular System (continued) Myocardial infarction, congestive heart failure, arrhythmias	Cardiovascular Readings on D2L
Wednesday, Oct. 24	Cardiovascular System (continued) Valves and septal defects	
<b>WEEK 9</b> Monday, Oct. 29	Catch-up and Mid-Term Exam review day	
Wednesday, Oct. 31	<b>Mid-Term Examination – Written Exam in Class on Wednesday, Oct. 31</b>	

<b>WEEK 10</b> Monday, Nov. 5	Mental Health Mental Health Group Discussion Overview	Read Chapter 15 Read Discussion Assignment
Wednesday, Nov. 7	<b>Mental Health Discussion – Attendance and participation count toward final grade</b>	<b>DUE: Mental Health Discussion D2L posts due <u>before</u> class on Wednesday, Nov. 7</b>
<b>WEEK 11</b> Monday, Nov. 12	Diseases and Disorders of the Gastrointestinal System	Read Chapter 9
Wednesday, Nov. 14	Diseases and Disorders of the Gastrointestinal System (continued)	
<b>QUIZ 3:</b> 8:00 <sup>am</sup> Thursday – 8:00 <sup>am</sup> Monday, Nov. 15-19	D2L <b>QUIZ 3</b> , 25 points (covers weeks 8-10 material) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	D2L <b>QUIZ 3 Due</b> at 8:00 <sup>am</sup> on <b>Monday Nov. 19</b>
<b>WEEK 12</b> Monday, Nov. 19	Kidney Disease	Read Chapter 10
Wednesday, Nov. 21	Respiratory System Mostly Asthma and COPD	Read Chapter 8
	Thanksgiving is Thursday, November 22	
<b>WEEK 13</b> Monday, Nov. 26	Diseases and Disorders of the Musculoskeletal System	Read Chapter 16
Wednesday, Nov. 28	Diseases and Disorders of the Endocrine System	Read Chapter 12
<b>WEEK 14</b> Monday, Dec. 3	Diseases and Disorders of the Endocrine System	
Wednesday, Dec. 5	U.S. Healthcare Systems Healthcare Group Discussion Overview	Read Discussion Assignment
<b>WEEK 15</b> Monday, Dec. 10	<b>U.S. Healthcare Systems Discussion– Attendance and participation count toward final grade</b>	<b>DUE: U.S. Healthcare Discussion D2L posts <u>before</u> class on Monday Dec. 10</b>
Wednesday, Dec. 12	Catch-up and Final Exam Review If time permits, Health Inequities and Unconscious Biases	<b>Optional Bonus Points: Complete Bias Surveys – link provided in D2L</b>
<b>QUIZ 4:</b> 8:00 <sup>am</sup> Thursday – 8:00 <sup>am</sup> Monday, Dec. 13-17	D2L <b>QUIZ 4</b> , 25 points (covers weeks 12-15 material) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	D2L <b>QUIZ 4 Due</b> no later than at <b>8:00<sup>am</sup></b> on Monday, Dec. 17
<b>FINAL EXAM Section 1 (MW 9:30-10:45<sup>am</sup> class meeting time)</b>	<b>CUMLATIVE FINAL EXAM</b> – Written Exam in Class <b>Thursday Dec. 20<sup>th</sup>, 10:15<sup>am</sup>-12:15<sup>pm</sup>, Room 146 HEC</b>	



<b>FINAL EXAM Section 3 (MW 2:00-3:15<sup>pm</sup> class meeting time)</b>	<b>CUMLATIVE FINAL EXAM</b> – Written Exam in Class <b>Monday Dec. 17<sup>th</sup>, 2:45-4:45<sup>pm</sup>, Room D217 Science Building</b>	
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***This schedule is tentative & subject to modifications during the course of the semester***