

UNIVERSITY OF WISCONSIN – STEVENS POINT  
SCHOOL OF HEALTH CARE PROFESSIONS

<b>Course Title: HS 105 – Survey of Common Diseases</b>	<b>Term: Fall 2016    Section: 2    Credits: 3</b>
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<b>Time: Mon/Wed– 11:00am-12:15 pm in CPS 146</b>	<b>Office Hours: Mon 10-11; Wed (HEC 123)</b>

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

Human Diseases: A Systemic Approach (8<sup>th</sup> ed.). By Zelman, Tompary, 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

**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

**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 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.
- Group work is an 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. All assignments, quizzes, exams will carry equal weight. It's a simple equation of the amount of points you earned/total points possible for the course.

**Graded Learning Opportunities:**

- Personal health history discovery and personal case study
- Personal reflections
- Case Studies (individual and group)
- Attendance and interaction
- Learning inventories (i.e. quizzes and exams)

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

**Personal Health History and Personal Case Study:** 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 resources.

**Case Studies - Group Work and Discussions:** Students will be divided into groups to work to assist in the course instruction and your learning. There will be case studies to help you learn about various diseases/illness. 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. Now, if you have a pre-approved excused absence – I will help to bring you up to speed on the information we covered and you will not be penalized.

## **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**

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

Discussion Participation:

A component of your grade will be based on **active participation** in class or a quality contribution to the Discussion Board on Canvas. Your grade for in-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 groups. 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. Emails are not an acceptable way of asking for an excused absence. Please take the time to call me. 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.

### **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.