**University of Wisconsin – Stevens Point**

School of Health Sciences and Wellness

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| **Course Title: HS 105 – Survey of Common Diseases** | **Term: Fall 2021 Section: 1 Credits: 3** |
| **Instructor: Holly Schmies, PhD, LAT**  [**Hschmies@uwsp.edu**](mailto:Hschmies@uwsp.edu) | **Phone: 715-346-2922 (Office);** |
| **Time: Monday 1:00pm – 1:50pm (required)**  **MCCH 146** | **Office Hours: Monday 2:00 – 3:00; Can also schedule additional meetings.** |

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

Human Diseases: A Systemic Approach (8th 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
* Respect Cultural Diversity & Pluralism

**Learning Competencies & Outcomes:**

Participants will:

1. Develop basic knowledge of common disorders at 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. Demonstrate abilities through basic skills performance.

**Enduring understandings:** Students will understand that …

* Homeostasis is central to life.
* Common illnesses and conditions stem from basic mechanisms of disease
* Health care providers should focus on patient-centered care and with the goal to reduce the incidence and spread of disease
* Current events and related news affect people’s understanding and views of disease

**Essential Questions**

* What is homeostasis and what leads to the body’s inability to maintain homeostasis?
* What are the basic mechanisms of disease?
* What role does culture, heredity, and the environment play in the manifestation and spread of disease?
* 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.
* Complete your work and be proactive. Think about what you might add to the discussion as you are reading and completing your assignments. Active preparation and participation are essential to your 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:**

All assignments will be due on **Sundays at 11:59pm**. If there is a change to this – it will be communicated well in the Canvas course within the specific module. For example, an initial discussion post may be due on Thursday with the final peer responses due by Sunday evening. Examples of graded learning assessments are:

* Personal health history discovery and personal case study
* Personal reflections
* Case Studies
* Learning inventories (i.e. quizzes and exams)
* Attendance and interaction (not formally graded – but the more you interact in a course, the more you learn)

**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.

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| **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% |  |

**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.

**Personal Reflections:** Students will read and develop opinions based on news and media coverage – there will be opportunities to reflect on your personal feelings vs. the science and how you will respond as a future health care provider.

**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.

**Case Studies - Group Work and Discussions:** Students will be divided into groups or work individually on case studies. The case studies will help you to learn about various diseases/illness in an investigatory format. 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. If you have a pre-approved excused absence – I will help to bring you up to speed on the information we covered.

**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.

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| ***Guidelines for Success*** |
| **Discussions ~ Participation Guidelines & Evaluation** 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.  The rubric for written discussions will be available on Canvas – here is an overview:  **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.  **Attendance**  Absence from class is *only excused* with written documentation or a conversation with the instructor. Please respect your classmates & faculty by letting them know if you are unable to attend class prior to your absence. Emails or phone calls after your absence is not an acceptable way of having your absence excused. While I will not be grading attendance, you will not be able to make up any of the in-class assignments without an excused absence. |
| **Goal of the Course ~ It is about learning!!** Your success is the main goal of any learning experience. You need to put in the work to see the success. The assignments in this course are designed to help you learn about your health history as well as the common illnesses and diseases you or your family may experience. We will talk about prevention, diagnosis, treatment and start to build foundational knowledge required of all future health care providers. You will get out of the course what you put into the course and it is my hope you will give your full effort in learning information that can continue to be helpful to you personally and professionally. |
| **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. And bottom line – you can get kicked out of UWSP. When you cheat, plagiarize, or make false claims – you are not only hurting yourself but the integrity of the college, program and fellow learners.  You came here to learn and better yourself – so do it – don’t use someone else’s work. Examples of academic misconduct that 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 or buying papers, projects, etc.  2. Allowing another learner to copy from your work or selling 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. Cutting and pasting from a website, article, or journal without reference.  6. Taking a test for someone else or permitting someone else to take a test for you  Academic dishonesty and misconduct will be reported to the Dean of Students Office (DOS). As the instructor of the course, I will work with you to rectify the situation but will also work with the DOS to ensure it is fair and the appropriate disciplinary actions are sanctioned. You can find more specific information at the DOS website under Academic Concerns or in the Student Handbook.  Links:  DOS – Academic Concerns: [https://www.uwsp.edu/dos/Pages/stu-academic.aspx](https://www3.uwsp.edu/dos/Pages/stu-academic.aspx)  DOS – Student Handbook: [https://www.uwsp.edu/dos/Pages/handbook.aspx](https://www3.uwsp.edu/dos/Pages/handbook.aspx)  UWS Chapter 14: [https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf](https://www3.uwsp.edu/dos/Documents/UWS%2014-1.pdf) |
| **UWSP Policies** Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or the Dean of Students Website ([www.uwsp.edu/dos](http://www.uwsp.edu/dos)). |
| **ADA Statement** In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability & Assistive Technology Center (DATC) 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. DATC is located on campus at 609 Albertson Hall (ALB), 900 Reserve Street, UW-Stevens Point, Stevens Point, WI 54481. |

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| **Date** | **Topics** | **Learning Activities – Due at end of week** |
| *\*\*Set aside at least one day per week for online work for the course. It will build off of the information we discussed on Monday or it will prepare you for the week ahead. Wednesday at the same time should be open in your schedule unless you have a lab scheduled.* | | |
| **WEEK 1**  Mon Sept 6th | Course Overview  Intro to Diseases & Mechanisms of Disease  How things spread ? The Goal of Hemostasis | Chapter 1 and 3  **Due: Introduction Discussion**  **Due: Learning Inventory Quiz** |
| **WEEK 2**  Mon Sept 13th | Homeostasis : What is it ? How to we measure it ?  What is making me sick? Virus, Fungus, Bacteria or Parasites  Family Tree Assignment Overview | Canvas Resources ; Chapter 1 and 3  **Due: Learning Inventory Worksheet** |
| **WEEK 3**  Mon Sept 21st | Meeting: Infection – Review  Introduction to Immunity and Our Immune System  Online: Immunity and Immune System; Vaccinations | Chapter 2 and 3  **Due: Learning Inventory Quiz** |
| **WEEK 4**  Mon Sept 28th | Meeting: Immunity and Immune System; Vaccinations  Online: Vaccinations and Immunity | Chapter 3 and 5; Canvas Resources  **Due: Vaccination Discussion**  **Due: Family Health History – Pt. I** |
| **WEEK 5**  Mon Oct 4th | Introduction to Cancer  Online: Cancer | Chapter 4; Canvas Resources  **Due: Cancer Case Study** |
| **WEEK 6**  Mon Oct 11th | Meeting: Integumentary System and Skin Diseases  Online: Skin Diseases | Chapter 17  **Due: Learning Inventory Quiz** |
| **WEEK 7**  Mon Oct 18th | Meeting : Cardiovascular System and Disease  Online: Cardiovascular Case Studies | Chapter 6  **Due: Cardiovascular Case Study** |
| **WEEK 8**  Mon Oct 25th | Meeting: Discussion on Cardiovascular System Case Studies  Online: Metabolism and Prevention | Chapter 6; Canvas Resources  **Due: Self-reflection** |
| **WEEK 9**  Mon Nov 1st | Meeting and Online: Respiratory System | Chapter 8  **Due: Learning Inventory Quiz** |
| **WEEK 10**  Mon Nov 8th | Meeting and Online: Autoimmune diseases –  Diabetes and Thyroid | Chapter 12, Canvas Resources  **Due: Case Study** |
| **WEEK 11**  Mon Nov 15th | Meeting and Online: Orthopedics | Chapter 16; Canvas Resources  **Due: Learning Inventory**  **Due: Bias readings & surveys for Week 12** |
| **WEEK 12**  Mon Nov 22nd | Meeting and Online: Becoming a Reflective Health Care Provider  Guest Speaker : Lindsay Bernhagen, PhD | Canvas Resources  **Due: Self-reflection** |
| **WEEK 13**  Mon Nov 29th | Meeting and Online: Your Brain – Mental Health | Chapter 15; Ted Talks  **Due: Discussion on Mental Health and Mindfulness** |
| **WEEK 14**  Mon Dec 6th | Meeting and Online: Neurological Conditions | Chapter 13, Canvas Videos  **Due: Learning Inventory Quiz**  **Due: Family Health History – Pt. II** |
| **WEEK 15**  Mon Dec 13th | Meeting and Online: Gastrointestinal System | Chapter 9  **Due: Mini-Case Studies** |
| **WEEK 16** | **Final Examination Week**  Check Course Schedule for time - |  |