

UNIVERSITY OF WISCONSIN – STEVENS POINT
SCHOOL OF HEALTH CARE PROFESSIONS

Course Title: Survey of Common Diseases, HS 105	Term: Spring 2019 Section: 1 Credits: 3
Instructor: Rebecca Sommer, PhD Office Room: D127 Science Building	Lecture: MW 11:00^{am} - 12:15^{pm}, Rm 233 CPS
Office Phone: 715-346-3766 Email: rsommer@uwsp.edu	Office Hours: Tues. 11:00^{am} - 1:00^{pm}, Wed. 3:00-5:00^{pm}, and by appointment.

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.

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 and 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.

Where can you find all the information you need?

Canvas must be utilized for information on course schedule, lecture material, assignments, discussions, quizzes, and exams. I expect students to use Canvas to learn and review lecture material. If possible, you may want to take your lecture notes directly on the PowerPoint presentations (on a laptop or printed hard copy).

Course Grade: Derived from a percentage of total points possible, it is the amount of points you earn/total points possible for the course. Each point carries equal weight. Please see the “Total Possible Points” document in Canvas.

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 partially cumulative from the semester. Quizzes are online (Canvas) 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 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 are expected to participate in daily classes as well as three assigned discussion topics covering Vaccinations, Mental Health, and U.S. Health Care Systems. Assigned discussion topics will have Canvas responses required prior to the in-class discussions.

Attendance: In general, it is your responsibility to come to class. If you don't, you are responsible to learn the information covered. Students with good attendance tend to earn higher grades than students with poor attendance. Attendance will be taken during the three in-class discussions (Vaccinations, Mental Health and U.S. Health Care System) and will count toward your final grade.

With documentation (e.g. doctor's note, obituary, coach's list), I will work with students that have an excused absence. I expect to hear from students in advance of missing an exam, quiz, discussion or assignment due date. Only a dire situation permits notifying me of an absence after an exam, quiz, discussion or assignment due date has past.

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

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
- How can you, as a healthcare professional or individual, 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

**HS 105 Sections 1 Survey of Common Diseases
Spring 2019 Course Calendar/Schedule**

Date	Topics	Learning Activities - <u>Due prior to the start of class</u>
WEEK 1 Monday, January 21	Martin Luther King Jr. day – No class	
Wednesday, Jan. 23	Course Overview Be more than familiar with the topics in this class Chapter 1 : Introduction to Disease	Read Family Health History Assignment
WEEK 2 Monday, Jan. 28	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, Jan. 30	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
WEEK 3 Monday, Feb. 4	Chapter 2: Introduction to Immunity and Disease Family Health History Assignment Revisited	Read Chapter 2 Watch Immunity Videos via Canvas
Wednesday, Feb. 6	Immunity and Vaccinations Vaccination Group Discussion Overview	Vaccination Readings on Canvas Read Discussion Assignment
WEEK 4 Monday, Feb. 11	Vaccination Discussion – Attendance and participation count toward final grade	Due: Vaccination Discussion Canvas posts due <u>before</u> class Monday, Feb. 11
Wednesday, Feb. 13	Understanding Cancer	Read Chapter 4
QUIZ 1: 8:00 ^{am} Thurs. – 8:00 ^{am} Mon. (Feb. 14 – 18)	Canvas QUIZ 1 , 25 points (covers weeks 1-4) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	Canvas QUIZ 1 Due at 8:00^{am} on Monday, Feb. 18.
WEEK 5 Monday, Feb. 18	Understanding Cancer (continued)	Suggested Reading: <i>Principles of Cancer Biology</i> on 2 hr Reserve in library
Wednesday, Feb. 20	Understanding Cancer (continued)	Due: Family Health History Part 1 submitted via Canvas <u>before</u> class on Wednesday, Feb. 20
WEEK 6 Monday, Feb. 25	Understanding Cancer (continued)	Suggested Reading : <i>Principles of Cancer Biology</i> , on 2 hr reserve in library
Wednesday, Feb. 27	Diabetes	Read Chapter 12 p. 278-282
WEEK 7 Monday, Mar. 4	Cardiovascular System Hypertension, stroke, arteriosclerosis	Due: Family Health History Part 2, Canvas submission by start of class on Monday, Mar. 4

Wednesday, Mar. 6	Cardiovascular System (continued) Myocardial infarction, congestive heart failure, arrhythmias	Read Chapter 6
QUIZ 2: 8:00 ^{am} Thurs. – 8:00 ^{am} Mon. (Mar. 7 – 11)	Canvas QUIZ 2 , 25 points (covers weeks 4-6) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	Canvas QUIZ 2 Due at 8:00^{am} on Monday, Mar. 11
WEEK 8 Monday, Mar. 11	Cardiovascular System (continued) Mid-Term Exam review	
Wednesday, Mar. 13	Mid-Term Examination – Written Exam in Class on Wednesday, Mar. 13	
No Class Mar. 18 – 22	Spring Break, No class Mar. 18 – 22	
WEEK 9 Monday, Mar. 25	Mental Health Mental Health Group Discussion Overview	Read Chapter 15 Read Discussion Assignment
Wednesday, Mar. 27	Mental Health Discussion – Attendance and participation count toward final grade	DUE: Mental Health Discussion Canvas posts due before class on Wednesday, March 27
WEEK 10 Monday, Apr. 1	Mental Health	
Wednesday, Apr. 3	Diseases and Disorders of the Gastrointestinal System	Read Chapter 9
WEEK 11 Monday, Apr. 8	Diseases and Disorders of the Gastrointestinal System (continued)	
Wednesday, Apr. 10	Kidney Disease	Read Chapter 10
QUIZ 3: 8:00 ^{am} Thurs. – 8:00 ^{am} Mon. (Apr. 11 – 15)	Canvas QUIZ 3 , 25 points (covers weeks 9-11) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	Canvas QUIZ 3 Due at 8:00^{am} on Monday Apr. 15
WEEK 12 Monday, Apr. 15	Respiratory System Mostly Asthma and COPD	Read Chapter 8
Wednesday, Apr 17	Diseases and Disorders of the Musculoskeletal System	Read Chapter 16
WEEK 13 Monday, Apr. 22	Diseases and Disorders of the Endocrine System	Read Chapter 12
Wednesday, Apr. 24	Diseases and Disorders of the Endocrine System	
WEEK 14 Monday, Apr. 29	U.S. Healthcare Systems Healthcare Group Discussion Overview	Read Discussion Assignment

Wednesday, May 1	U.S. Healthcare Systems Discussion– Attendance and participation count toward final grade	DUE: U.S. Healthcare Discussion Canvas posts <u>before</u> class on Wednesday May 1
QUIZ 4: 8:00 ^{am} Thurs. – 8:00 ^{am} Mon. (May 2 – 6)	Canvas QUIZ 4 , 25 points (covers weeks 12-14) Open book, 25 questions in 50 minutes (there will not be time to look up each answer, so do some studying)	Canvas QUIZ 4 Due at 8:00 ^{am} on Monday, May 6
WEEK 15 Monday, May 6	Health Inequities and Unconscious Biases	Optional Bonus Points: Complete Bias Surveys – link and dropbox provided in Canvas
Wednesday, May 8	Catch-up and Final Exam Review	
FINAL EXAM Wednesday, May 15	FINAL EXAM – Written Exam in Class Wednesday May 15th, 12:30-2:30^{pm}, Room 233 CPS	

This schedule is tentative & subject to modifications during the course of the semester

HS 105 Section 1, Spring Semester 2019
MW 11:00^{am} – 12:15^{pm}

Possible Course Points

Health History Assignment (25 pts part 1 + 75 pts part 2)	100 (20%)
Quizzes 1-4 (in Canvas, 25 pts each x 4 quizzes)	100 (20%)
Discussions (25 pts x 3 in class & Canvas discussions)	75 (15%)
Mid-Term Exam (in class Wednesday, March 13, room 233 CPS)	100 (20%)
Final Exam (in class Wednesday, May 15, 12:30-2:30 ^{pm} , room 233 CPS)	<u>125</u> (25%)
	500 total points