HS 105~ Survey of Common Diseases: Course Syllabus
Spring 2022

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Course Meeting Time/Location: s.1 (Wausau/Marshfield) Wednesdays 3:30~4:45pm
Wausau: Room 240/ Marshfield: Room 468

Office hours: Wed 12-230 CCE104F (Wausau office) or by using bookings calendar for
W Book an appoint here: Dr. Jodis Calendar

Course Description: HS 105 Survey of Common Diseases – 3 cr.
This course examines major disease categories such as infectious disease, cancer, stroke, & heart disease. Basic physiology, causes, risk factors, & prevention are explored within the context of personal & public health. **Prerequisites**: none

Required textbook: (available through text rental)
Zelman, Tompary, Raymond, Holdaway & Mulvihill. (2015). Human Diseases ~ A Systemic Approach (8th ed.). Pearson Publishing. ISBN-13: 978-0-13-342474-4.

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

Course Learning Competencies & Outcomes:
Participants will:
1) Demonstrate culturally sensitive & professional behavior as future professionals.
2) Develop basic awareness of common disorders & disease at cellular, organ, and system levels.
3) Link prevalence of more common disorders to congenital, environmental, & lifestyle factors.
4) Discuss common disease in terms of etiology, risk factors, & preventive efforts.
5) Explore body, mind & spiritual connections when considering disease(s), lifestyle, prevention, health & wellness.
6) Work collaboratively as parts of various teams & workgroups.
7) Demonstrate abilities through basic skills performance.

SHSW Program Graduate Outcomes:
By the conclusion of the academic program in the SHSW, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviors: (* Indicates Outcomes addressed in this course).

*Critical Thinking   *Communication   *Collaboration   *Professionalism

Final Course Outcome/Artifacts: Skill Demonstrations: Handwashing, Cancer Screening, Abdominal Thrust; Case Study Discussions; Biocultural/Scientific exploration of diversity & cultural groups including class presentations (Diversity presentations); & Final Digital Story (Documentation addresses the following SHSW Program Outcomes: All).

Chapter Learning Objectives:
Chapter objectives appear at the beginning of each chapter in the textbook. You will be expected to demonstrate attainment of these objectives for each chapter in the classroom & in online groups.

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, further explores course materials, and assist in developing test-taking strategies & abilities.

2. Complete all assigned readings & assigned activity preparation 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 support your individual study. Set defined objectives for each session to stay on task & focused during your time together. Learn about & use campus resources: the Teaching & Learning Center (TLC), Center for Inclusive Teaching & Learning (CITL) both located in Library in SP and at your local branch campus.

4. Completely answer each learning objective at the beginning, and study questions at the end, of each chapter in the text. Taking these steps can prepare you for questions you have about information you may not clearly comprehend, and raises further questions for class discussion.

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 dictionaries & thesaurus supporting your learning and understanding of key concepts.

Course Grade:

3 modular (objective) examinations	30%
Diversity population "presentations"	15%
Weekly: Completion & submission Objectives/Study questions	15%
Group work, active discussion (leading weekly case studies)	10%
Skill performance	15%
Final~ Digital Story	15%
Total:	100%

Grading Scale:
Total point value places participants into grading categories listed below. Grades are based on actual achievement and are **NOT rounded:** Percentages provided are of total possible course points earned.

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%**	

Exams/Assignments:

A. **Modular (objective) examinations (30%)**: Approximately 50~55 questions using multiple choice/matching; true/false; short answer, essay and case study format will be completed, allowing approximately one hour fifteen minutes for each exam. Exam timeframes are listed on the course schedule. Exams are online, open book, open notes & open resources.

B. **Cooperative Work Group (CWG) Health /Illness Diversity "Presentation" (15%):** Relate the impact of a common disorder or health event within a diverse population group prevalent in Wisconsin in terms of physical, emotional, & socioeconomic consequences on individuals, families, or community groups. Lack of participation will result in points unearned, up to 100% of grade earned by the group members. ***Use guidelines & evaluation rubric on CANVAS when developing your work.***

C. **Completion/submission: learning objectives & study questions (15%)** Completely answer each learning objective at the beginning, and study questions at the end, of each chapter in the text. Taking these steps can prepare you for questions you have about information you may not clearly comprehend, and raises further questions for class discussion. ***Submit word processed documents in CANVAS PRIOR to class meeting for credit.*** In class discussion will extend/answer questions about subject areas. Additional in class discussion will also accrue earned point value.

D. **Group Work & Case Study "Leadership" (10%):** Health care professions always require teamwork & cooperation to support client needs. Throughout the semester, you will be required to act as an interprofessional "team" with classmate cooperative workgroup (CWG) members. Groups should be prepared to lead class discussion about the various case studies for the week's assigned text Chapter(s). Guidelines will be provided for group & teamwork. You will self & peer evaluate performance of all group members, including yourself. Guidelines & evaluation rubrics are available in CANVAS. Lack of participation will result in points unearned, up to 100% of grade earned by group members.

E. **Skill Performances (15%):**
   Several skills are required to be performed during the course. These include, but are not limited to, proper hand~ washing, following universal standard precautions, cancer screening, & healthy lifestyles. Guidelines for evaluation will be provided prior to each skill performance. Skill demonstrations will only be able to be "made up" only with an EXCUSED class absence. Failure to complete skill demonstrations will result in a grade of "0" being recorded.

F. **A DIGITAL STORY (15%):** will be the final "examination" for this course. Digital Story is due to be submitted to the CANVAS assignment by MIDNIGHT on the date specified.

Guidelines for Success

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.

Benefits for you:
1) You will learn skills and knowledge that you can & will apply, rather than outlines of information.
2) We tell you right up front WHAT you will learn, how we expect you to show WHEN you have learned, and HOW you may go about learning. This helps you plan how to invest your time & energy.
3) You know the standards for evaluation before the assessment. You earn a grade according to

how well you perform the skills rather than according to how well others in the class perform. You are not graded on a curve--you are evaluated based on your individual performance.

4) You are actively involved in the learning. We design learning activities and assignments that teach you to solve problems and to learn on your own.

5) When you complete a learning experience, you have documentation showing the skills and knowledge you have learned. You can use this information when you seek employment, admission to further education, advanced standing or transfer of credit.

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 https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx for more information.

Late Work

Work not submitted by established deadlines is subject to penalty. From the score earned, penalties will be assessed as follows: 1 day=1 FULL letter grade; 2 days=2 FULL letter grades; 3 days beyond established deadline=automatic failure.

Cellular Phones

As a courtesy to others, cellular phones are to be shut off and stored during class periods unless they are being used as part of the learning process. If cell phones are observed being used during class sessions, you will be asked to cease. *Repeat offenses will result in loss of points from class participation for that day.*

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.

Accreditation

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illus achievement of performance and learning outcomes. If you do not want your course materials used process, please inform your course facilitator at the beginning of the semester. All information is use aggregate, and not segregated. Work may be used as examples illustrating achievement of accredit requirements.

Emergency Preparedness: See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point including Medical Emergencies (Red Phones), Fire, Tornado, other Severe Weather or Active Shooter.

Information for your use will be provided with subsequent activities & assignments in CANVAS.

Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester.   Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is the students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or CANVAS frequently for course announcements.