

**SYLLABUS: HLTH 3391.01 (Spring 2018)****Course Information**

*Course:* HLTH 3391.01 – Study of Human Disease  
*Term:* Spring 2018  
*Meeting time:* Day(s) class meeting, time of class meeting, room of class meeting  
*Instructor:* Donna Gilbert  
*Teaching assistant:* n/a  
*Telephone number:* 936.294.3924  
*Email address:* dgilbert@shsu.edu  
*Office hours:* 8:00 a.m. – 5:00 p.m. M –F  
(by appointment only)  
*Office location:* Alumni Relations, John R. Ragsdale Visitor & Alumni Center, 2nd floor

**Course Description**

HED 391 is an Introduction to the relationship between the human body and disease, both communicable and non-communicable. Includes historical aspects of various diseases, etiology, prevention and control, prevalence, symptoms, and treatment.

**Prerequisites**

n/a

**Textbook and/or Resource Material**

**Highly recommended** - Zelman, Tompary, Raymond, Holdaway, Mulvihill. Human Diseases – systemic Approach.  
8th Edition. Pearson, 2015

**Course Objectives**

The objective of this course is to explore the array of diseases affecting the systems of the human body and gain an appreciation for maintaining a healthy state of being through proper nutrition, life-style and disease prevention.

HED3391	<b>Course Objectives</b> <i>By the end of the course, you should be able to:</i>
Learning to apply course material	1. Develop basic knowledge of Human Diseases 2. Enhance critical thinking/problem solving.

Developing skill in expressing oneself orally or in writing.	<i>1. Enhance oral skills through individual presentation.</i>
Developing a clearer understanding of Human Diseases	<i>1. Become familiar with basic medical and disease related terminology 2. Become familiar with different views on disease prevention and treatment.</i>
Learning how to find and use resources for answering questions or solving problems.	<i>1. Locate and utilize (engage in) resources, services, and activities/events to familiarize yourself with the prevention and treatment of human diseases</i>

**Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

**Classroom Rules of Conduct:** Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular telephones and pagers must be turned off before class begins.** Students are prohibited from eating in class (snacks are allowed if not offensive to other students), using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

**Visitors in the Classroom:** Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

**Attendance, Tardiness, and Early Exit Policy:** Attending class, arriving for class on time, and remaining in class until the end of the class period are fundamental to academic success. Arriving on time for class and remaining in class until the end of the class period show respect for your instructor, your fellow classmates, and/or any guest speakers. Because of its importance, a combination of 3 tardies and/or early exiting will be counted as 1 absence for the class. **After one unexcused absence, each absence will result in a half letter grade (5 points) drop in the student's final letter grade.** Students who miss class because of official University business will be given the opportunity to make up for missed work without penalty. However, students must inform the instructor prior to the absence.

**Absences on Religious Holy Days:** University policy states that a student who is absent from class for the observance of a religious holy day must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Student must be excused to travel for observance of a religious holy day. A student who wishes to be excused for a religious holy day must present the instructor with a written statement describing the holy day(s) and the travel involved. The instructor should provide the student with a written description of the deadline for the completion of missed exams or assignments.

**University ADA Policy:** Sam Houston State University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Services for Students with Disabilities in the Counseling Center and to contact faculty members in a timely fashion to arrange for suitable accommodations.

**Grading Scale:**

90-100	<b>A</b>	Excellent Work
80-89	<b>B</b>	Good Work
70-79	<b>C</b>	Acceptable Work
60-69	<b>D</b>	Not Acceptable Work
Below 60	<b>F</b>	Failing Work

**Assignments/Grades:**

**Written/Oral presentation** **30%**

Includes research paper and presentation of research

**Class Participation** **10%**

Includes assignments, in-class discussion participation, and attendance. It is your responsibility to read the text before they are covered in class

**Tests** **60%**

You will have 4 tests during the semester. You will be able to drop your lowest grade Each is valued at 20%

***ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED. NO LATE ASSIGNMENTS WILL BE ACCEPTED.***

**Course Topics, Readings, Assignments and Dates**

<b>Week</b>	<b>Topic</b>	<b>Other Content &amp; Assignments</b>
1 January 24	Introductions & Ice Breaker, Syllabus Discussion Mechanisms of Disease -Chapter 1	
2 January 31	Mechanisms of Disease - Chapter 2 Mechanisms of Disease - Chapter 3	<u>Chapter 2</u> What are 5 myths about HIV/AIDS? List the myths and briefly (1-2 sentences) tell us why it is a myth.  <u>Chapter 3</u> <b>Write</b> - a minimum of 3 pros and 3 cons about vaccination. Define herd immunization. What is it and how does it protect us from disease.

3 February 7	Mechanisms of Disease - Chapter 4 Diseases of the Systems - Chapter 5	<u>Chapter 4</u> There are three main sources for obtaining stem cells – <b>Define</b> - adult cells, cord cells, and embryonic cells. <b>Write</b> - about issues pertaining to the ethics of embryonic stem cell research and how research is affected by the politics. <i>Reference source</i> – Planned Parenthood and anti-abortion groups <u>Chapter 5</u> <b>Write</b> - What is Fetal Alcohol syndrome? Can a pregnant woman drink alcohol? If so, how much is allowed? Why that amount? What are the most recent statistics for Texas and for the US? In your opinion, what can be done to lower the rate of FAS?
4 Feb 14	<b>Test – Chapters 1- 5</b> <b>Discussion of family diseases prior to test</b>	
5 Feb 21	Diseases of the System – Chapter 6 Diseases of the Systems – Chapter 7	<u>Chapter 6</u> <b>Bring a current article</b> (must be no older than 30 days) from a newspaper/ magazine (online or print) about cardiovascular disease. It cannot be information from WHO, NIC etc... The article can be about new research, new medicine, new treatment, statistics

		etc... Why did you pick this article?
6 Feb 28	Diseases of the Systems - Chapter 8 Diseases of the Systems – Chapter 9	<u>Chapter 8</u> Look up the most recent influenza rates. <b>Write</b> - How did last year's rates compare to previous years? What is the forecast for this year?  <u>Chapter 9</u> <b>Write</b> - How much does an adult liver weigh? What is stomatitis? Types? Causes? Is it contagious?
7 March 7	<b>Test 6-9</b>	
8 March 21	Diseases of the Systems - Chapter 10 Diseases of the Systems – Chapter 11	<u>Chapter 11</u> <b>Write</b> - At least 3 pros and 3 cons for female using hormone replacement therapy. What is erectile dysfunction? Can lifestyle play a role in ED? What is the treatment for ED?
March 28	Diseases of the Systems – Chapter 12 Diseases of the Systems – Chapter 13	<u>Chapter 12</u> <b>Bring a current article</b> (must be no older than 30 days) from a newspaper/ magazine (online or print) about diabetes. It cannot be information from WHO, NIC etc... The article can be about new research, new medicine, new treatment, statistics etc... Why did you pick this article?

10 April 4	<b>Test 10-13</b> Diseases of the Systems – Chapter 14	
11 April 11	Diseases of the Systems – Chapter 15 Diseases of the Systems – Chapter 16	<u>Chapter 15</u> <b>Write 1 or 2 Paragraphs</b> on parents giving their young children soft drinks or juice instead of milk. Is this a bad thing? How does it affect a child's development? Come prepared to <b>discuss</b> - If school districts should be able to require parents to medicate children with ADD/ADHD. <b>Write</b> – What is ADHD? How is it diagnosed? Treated?
12 April 18	Diseases of the Systems - Chapter 17	<u>Chapter 17</u> <b>Write 1 or 2 paragraphs</b> What is a pressure sore? What do you feel is an appropriate punishment for a nursing home if a resident gets a pressure sore that is so bad they must go to the emergency room. How can they be prevented? Treated?
15 April 25	<b>Test 14-17</b>	
16 May 2	Presentations due and presentations	See handout on paper
May 9	Complete presentations if needed	

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