

HLTH 2023 Communicable and Non-Communicable Diseases

Instructor:	Christopher Clay	Semester:	Sum 2008
Office:	New Athletic 109	Credit:	03
Phone:	(936) 261- 9124	Office Hrs:	MW 12-4
Class:	Days— M-F Time 8:00-10:50		

cnclay@pvamu.edu

I. COURSE DESCRIPTION: Nature, prevention, control, and treatment of communicable, chronic, degenerative, and idiopathic human disease, with principles related to causality of disease and to the body's ability to resist.

II. PREREQUISITE: None

III. COLLEGE OF EDUCATION MODEL: E—FOLD—P Model (Educators as Facilitators of Learning for Diverse Populations)

IV. TEXTBOOK: Barbara Hamann. Disease Identification. Prevention and Control.

V. EXCET OBJECTIVES:

Domain I—Personal Well-Being

Competency 001

Lifelong personal health. The health teacher understands and fosters learners' application of principles and practices that promote lifelong personal health.

Competency 004

Nutrition, rest, lifelong activity and stress management. The health teacher understands the role of nutrition, rest, lifelong activity, and stress management in promoting health and fosters learners' ability to make health choices in these areas.

Domain II—Health-Promoting Interactions Among Individuals

Competency 006

Disease, intentional and unintentional injury, and emergency care. The health teacher understands principles related to disease prevention, intentional and unintentional.

VI. TEKS: TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

TEKS for Health Education

115.7 Health Education

(a) 1, 2

(b) (5.4) Health behaviors
A,B,C,D,E

115.23 Health Education Grades 7-8

(a) 1, 2

(b) 3 Health information
A,B,C,D

VII. OBJECTIVES: *The students will become knowledgeable of*

1. The History of Disease
2. Principles of Disease Occurrence
3. The Body's Defenses: Immunity and Immune Disorders
4. Bacterial Diseases Acquired Through the Respiratory Route
5. Bacterial Diseases Acquired Through the Alimentary Route
6. Bacterial Infections Acquired Through Skin, Mucosa and Bloodstream From Human and Endogenous Sources
7. Bacterial Diseases Acquired Through Skin and Mucosa from Arthropod Vectors , Animal Sources, and the Soil
8. Viral Diseases Acquired Through the Respiratory Route
9. Viral Diseases Acquired Through the Alimentary and Other Routes
10. Diseases Caused by Fungi
11. Diseases Caused by Protozoa and Metazoa
12. Cardiovascular and Cerebrovascular Disease
13. Cancer with the Highest Fatality Rate
14. Other Cancers
15. Chronic Respiratory, Digestive, and Excretory Diseases
16. Chronic Skin and Musculoskeletal
17. Sensory, Nervous, and Endocrine Disorders
18. Genetic and Pediatrics Disorders

VIII. TEACHER LEARNER ACTIVITIES:

1. Lecture
2. Demonstrations
3. Modeling
4. Group Discussion
5. Observation
6. Video Tapes

IX. EVALUATION:

1. Articles	20%	Grading Scale:
2. Test (Weekly)	20%	90 —100 A
3. Assignments	20%	80— 89 B
4. Final Exam	20%	70—79 C
5. PowerPoint	20%	60— 69 D

X. ASSIGNMENTS:

1. Review questions (end of each chapter); coordinate with objectives.
2. Two news articles per week with brief written reaction to each.
3. What are your expectations of the class?
4. What is life? What is your philosophy of life?
5. Write out four questions from each chapter in the form of the ExCET exam questions.

XI. CALENDAR:

Last date to pay 50% of tuition and fees:

Last date to apply for graduation:

XII. CLASS SCHEDULE FOR THE SEMESTER:

- Week 1: Orientation and General Discussion
- Week 2: Students should turn in assignments (Expectations and Philosophy of Life)
- Weeks 3 & 4: Articles due each Tuesday
Turn in questions for Chapters 1 & 2 and worksheets
- Weeks 5 & 6: Turn in questions for Chapters 3 & 4
Turn in worksheets for Chapters 3 & 4
- Weeks 7 & 8: Turn in worksheets for Chapters 5 & 6
- Week 9: Turn in worksheets for Chapters 7 & 8
Notebook check
- Weeks 10-12: Turn in worksheets for Chapters 9, 10 & 11
Assignment due—Diabetes and Hepatitis
- Weeks 13 & 14: Turn in worksheets for Chapters 12, 13, & 14
- Week 15: Turn in ExCET Exam questions

XIII. REFERENCES:

Hanlon, John J. and George E. Pickett. Public Health: Administration and Practice. St. Louis: Mosby.

Control of Communicable Disease in Man. Abram S. Benenson, ed., Fifteenth Edition, Washington, D.C.: American Public Health Association, 1990.

Dunnette, David A. "Assessing Risks and Preventing Disease from Environmental Chemicals." Journal of Community Health, Fall 1989, 14:169-186.

Guidelines for the Diagnosis of Rheumatic Fever. Jones Criteria, 1992 Update. Special Writing Group of the Committee on Rheumatic Fever, Endocarditis, and Kawasaki Disease of the Council on Cardiovascular Disease in the Young of the American Heart Association. JAMA Oct. 21, '92, 268 (15): 2069-2073.

UNIVERSITY CLASS ATTENDANCE POLICY

Effective September 1, 1998

Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether **EXCUSED** or **UNEXCUSED**, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute **EXCUSED ABSENCES** and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absence on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

Incomplete grades are only given in extraordinary circumstances that are beyond the students' control.

NOTE: Missed exams and assignments CAN NOT be made-up unless permission is granted by the instructor prior to the exam, assignments, or quiz.

Additionally, after the student has seen his/her grade, the professor reserves the right to retain all assignments and examinations completed by the student. All papers will be retained until 30 days after grades have been posted. After this time, papers will be destroyed.

Attendance Policies & Classroom Management:

Attendance is required at each class meetings. Official university sponsored activities are considered excused absences, but the students is responsible to make up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

EXCESSIVE ABSENCES WILL RESULT IN AN “ F ” IN THE COURSE

It is important to respect each other in class. No fighting, profanity or euphemisms will be tolerated during class time. Additionally, no cell phone use will be permitted during the class period. Students failing to adhere to this policy may be asked to leave to decrease disruption during the learning process.

Disable Student Policy:

Students having any special needs or any other factors that may affect their performances in class or require special instructions strategies should make these special needs known to the instructor and the Director of the Counseling Center or Student Services.

Academic, Honesty Policy:

Each student will be required to sign an academic honesty policy.

Tentative Course Calendar:

The following plan of action is to keep us on tract; it does, however, require flexibility to suit the needs and interests of the students. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the students to discuss topics in greater detail. It is in the best interest of each student to regularly attend class, (on a separate sheet)

Each student responsible for all work that is covered in class whether the student is present or not.

TrueOutcomes – Prairie View A&M University – Electronic Portfolio

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact”(an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TruOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio(e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.

Professional Education Unit

Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.