

# Health and Human Diseases

HEED 4312

Spring 2009

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**Textbooks:** Hamann, Barbara; Disease: Identification, Prevention, and Control.

**Course Prerequisites:** None

**Course Description:** The study of the basic principles of human disease, as it relates to one's health. An historical overview of early diseases such as small pox, cholera, sleeping sickness, plague, polio, enteritis, et. al. and the devastating effects on human populations in earlier centuries. A look at the 20<sup>th</sup>/21<sup>st</sup> century diseases – chronic, communicable, non-communicable – that are problematic in terms of economic, social, physical, and mental/emotional.

## Learning Objectives:

The student will be able to:

1. Demonstrate knowledge of basic terminology related to human disease.
2. Chart an historical account of human diseases from earlier centuries to the present.
3. Compare and contrast communicable and infectious diseases from non-communicable  
  1. diseases.
4. Understand and discuss 21<sup>st</sup> century (high mortality/suffering) diseases such as  
  2. cardiovascular disease, cancer, diabetes, Alzheimer's, arthritis, AIDS, sexually transmitted
  3. diseases, and childhood diseases such as: pertussis, scarlet fever, measles, mumps,
  4. influenza/pneumonia, etc.
5. Discuss the economic, social, mental/emotional, physiological costs of  
  1. diseases.
6. diseases.
7. Apply the principles of prevention and treatment.

## Grading Policy:

1. Quizzes: 10 (each class meeting) – 5 points each 50 points
2. Articles: 10 (each class meeting) – 5 points each 50 points

3. Exams: 3 (dates to be determined) – 100 points each 300 points

**Total 400 points**

A = 360-400

B = 320-359

C = 280-319

D = 240-279

F = Below 240

## The University of Texas at Arlington College of Education

### Mission, Core Values and Professional Dispositions

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

#### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

#### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

#### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.

- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

#### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

#### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

#### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

#### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.