Spring 2015

PUBH 3131 - Chronic Disease: A Modern Epidemic

DeShannon Antoine-Hardy
Georgia Southern University, Jiann-Ping Hsu College of Public Health

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Instructor: DeShannon Antoine-Hardy, MPH, MBA  
Office: Hendricks Hall  
Phone: 912-478-2674  
E-mail: Folio - To be used for all communication.  
Office hours: I can receive a message immediately after it is sent because it comes to my regular e-mail. Every effort will be made to respond in a timely manner (within 48 hours or less of receiving).

Please also note: For those of you who are local, please feel free to schedule an appointment with me to discuss any issues or questions regarding the class. IF you are NOT in town, feel free to schedule a chat by phone or through the Folio Chat Tool to address any of your concerns. (Having actual contact with the instructor can sometimes be very helpful!)  

<table>
<thead>
<tr>
<th>Course Description</th>
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Chronic conditions (e.g. diabetes, cardiovascular disease, renal disease, obesity) are currently responsible for 60% of the global burden of disease and the World Health Organization predicts this to rise to 80% by the year 2020. This is one of the greatest challenges facing health care systems throughout the world and it places long-term health and economic demands on health care systems as the population ages. This course will provide students with the opportunity to study specific issues related to chronic disease epidemiology and management and their links to practice.  

<table>
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<tr>
<th>Prerequisite</th>
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Completion of Human Anatomy and Physiology 1 (KINS 2531) with a grade of C or better or Permission of the instructor.  

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<tr>
<th>Course Objectives</th>
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The course will examine major chronic conditions affecting 25 million Americans and others all over the world living with chronic disease: diabetes, cardiovascular disease, cancer, respiratory diseases, renal disease, obesity, depression, chronic pain, neurodegenerative diseases and HIV/AIDS.  

1. Describe the epidemiology, risk factors, typical disease process and current strategies for treatment for these conditions.  
2. Recognize and describe quality of life issues and the impact of health care disparities on illnesses.  
3. Summarize the public health burden of chronic diseases.  
4. Examine the ways individuals cope with and live with chronic illness.  
5. Discuss patient education and self-management techniques and strategies.
**Required Text**
*This text is available in the bookstore, and can also be purchased online.

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**Optional**

**Supplemental Material**
Some of the concepts covered in this course are brushed over in your required text and warrant further instruction. Scanned in chapters, articles, worksheets, power points and study guides may be found in each module within Folio.

**HLTH 3131 is offered as a NET only class. Therefore, there will be no face-to-face meetings.**

*PLEASE NOTE THE LAST DAY TO WITHDRAW without ACADEMIC PENALTY is: March 9, 2015.*

**I. Course Policies**

**Academic Integrity Policy**
In all matters concerning academic integrity, cheating, and plagiarism, this course will comply with the guidelines of the Georgia Southern University. All work submitted in this course should be the original work of the student, or be accompanied by the proper citation. Guidelines for citation, for direct quotations as well as for paraphrases or reference to others’ work, should follow the APA guidelines.

The minimum penalty for a violation of the Honor Code is an “F” for the course. In an on-line class, an example of this would be if you hired, allowed, or “bribed” a second party to take your quizzes and exams. There are methods that can be used to check this through the Center for On-line Learning. However, to date, this has not been an issue in this course, nor do I expect it to be this term. This is one reason why there are time limits on the quizzes and exams. In addition, all medical, legal and other allied health professions have a “Code of Ethics”. If you violate your professional (as a student) ethical behavior now, what does this say about how you will conduct yourself in the future?

As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line. Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the GSU Student Code of Conduct Policies and Procedures, 2014-2015.

**Americans with Disabilities Act Compliance**
Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of
disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666.

Any student who may need an accommodation due to a disability should make an appointment to see me as soon as possible. Documentation from the university’s disability office must be submitted in order to provide any necessary accommodations.

Conferences
The instructor assumes that all students will be successful in this course. She is available for individual telephone or face-to-face conferences. If you feel you are having difficulty with the course or need further clarification, make contact via email or telephone as early as possible. Face to face conferences are to be arranged in advance with the instructor via email or by telephone call.

General and Student Discussion Areas
The discussion area is a place to post a common concern, ask questions, or answer questions. All students will have access to the discussion area. At the end of each module, there will be questions to stimulate critical thinking and higher learning. Students are to answer at least one question, post a comment, and/or ask questions. Because of the nature of this course, the discussion area is a very important tool, which connects students with each other and fosters an environment where students can share ideas and/or concepts amongst their peers.

Students are required to respond to at least one other’s student’s questions and/or comment.

I will be checking the discussion area daily for messages and student progress. I encourage students to post any questions regarding the module course materials in the discussion area. I will answer your question within 24 hours. However, if you have a general question about the course, please send me an email. Students can expect a fairly quick response. Please make use of the on-line office for questions and concerns initially.

II. Course Assessments

Regular Quizzes
There will also be a regular quiz for each module/topic. Regular quizzes will consist of 10 questions and students will have 2 attempts to complete each one. The average score will be taken. There are 11 quizzes. The lowest quiz grade will be dropped resulting in your 10 highest quiz grades being counted towards your final grade. The quizzes count for 20% of your final grade. Quizzes are open from the first day of the week (within the module) and close on Sunday at 10:00 p.m. It is suggested that students complete the entire module before taking the quizzes.

For all quizzes, each attempt is randomized for different questions in a different order, all from the same test bank. Quizzes are timed (15 minutes) which should allow for all types of readers to finish them if you have prepared by reading the provided materials and by taking the practice quizzes BEFORE taking your official quizzes. * Please note: In the course orientation module only there is one brief quiz simply to allow you to practice taking a quiz.
Exams
There are 3 regular exams, each worth 20% of your grade, totaling 60% of your final grade. Once the exam has begun, you will have 60 minutes in which to complete it. All exams have 50 questions. Exams are not cumulative and only represent the material covered as listed on the topic outline below. See the exam schedule for dates for each exam. **Exams will available for a 5-day period and open on Monday morning (12:00am) of their scheduled week, and close on Friday at 10:00 pm, with the exception of Final Exam #3. Final Exam 3 will be open beginning Monday of finals week through Wednesday, at 5:00 pm. You have one attempt for each exam.**

PLEASE NOTE CHAPTERS 7 – 24 ARE ALL COVERING CANCER. WHERE MOST TEXTBOOKS WOULD PRESENT THIS MATERIAL IN ONE OR TWO LARGE CHAPTERS, YOUR TEXT MADE NUMEROUS VERY SMALL CHAPTERS. THESE CHAPTERS AVERAGE 4.3 PAGES PER CHAPTER EXCLUDING REFERENCE PAGES. CHAPTER LENGTHS RANGE FROM 1 PAGE – 9 PAGES. **DO NOT HAVE ANXIETY DUE TO SIMPLY LOOKING AT HOW MANY CHAPTERS ARE LISTED!!!!**

Case Studies
The purpose of these case studies is to allow for some practical applications for understanding disease management from the perspective of a public health educator as well as that of a clinician (i.e., nurse, physician assistant, MD/OD). There are 3 assigned case-studies (involving the diagnosis and/or management of certain diseases being covered), which account for 20% of your final grade. You are to respond thoroughly to the questions. It is suggested that you approach each case study as if you were writing a care plan. Each question is expected to be addressed with a thoughtfully crafted response. Case studies will be a minimum of 3-pages, maximum of 5 pages. Points will be deducted if case study page limit is not met.

**All case studies must be written in APA format.** Please see APA section for further details. Also, an APA video is posted under module 1. Students will be given two weeks to complete each case study. After the two-week time frame, case studies will be considered late and subjected to point deduction. Late case studies will be only accepted after one week of the due date. If not received by then, students will receive a zero.

**CASE STUDIES MUST BE UPLOADED AS A MICROSOFT WORD DOCUMENT AND SUBMITTED THROUGH THE DROP BOX TAB IN FOLIO. OTHER DOCUMENT FORMATS WILL NOT BE ACCEPTED.**

APA Format- What is it?
The American Psychological Association is a professional organization representing psychologists in the United States. APA format is a set of rules developed to assist with writing and the citing of sources, a format which helps to prevent plagiarism and to acknowledge the original author of the information used. It is meant to provide a concise and standardized citation format for written assignments (e.g., essays, research papers, article critiques, etc).

In educational institutions, plagiarism is a problem of great concern; however, properly citing sources will help avoid plagiarism. Plagiarism is stealing someone else’s work and passing it off as one’s own. This is a big offense, which may lead to a letter grade of F. Students are encouraged, but not required to purchase the APA 6th edition handbook. For a quick guide to citing sources, please visit the Purdue Online Writing Lab at [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
**Evaluation Methods**
The final grade will be calculated from three, noncumulative exams, ten quizzes, three case studies. Each exam is worth 20% of your grade. The combined grades of your ten highest quizzes will equal 20% of your grade. The case studies will count for 20% of your grade.

Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The grading scale is as follows:

- **A** = 90-100%
- **B** = 80-89%
- **C** = 70-79%
- **D** = 60-69%
- **F** = 59% and below

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**Exam Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters in the textbook that will covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Opens Mon.2/23 Ch. 1 – 24 (Harris) Ch. 1 – 2 (Nuovo), Closes Fri. 2/27 Supplemental materials</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Opens Mon.3/23 Ch. 30 – 33, portions of Ch. 35 (Harris); Ch. 3 – 6 (Nuovo), Supplemental materials</td>
</tr>
<tr>
<td>Exam 3</td>
<td>Opens Mon. 5/4 Ch. 37 – 40, 43, &amp; 47 (Harris); Supplemental materials Closes Wed. 5/6</td>
</tr>
</tbody>
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**Readings by Disease Group**

**Disease Group 1**
- Chronic disease and the epidemiological transition Ch. 1
- Heart Disease Ch. 2 – 4
- Stroke and Hypertension Ch. 5 – 6
- Cancer: Part I Ch. 7 – 17
- Cancer: Part II Ch. 18 - 24

**Disease Group 2**
- Respiratory Conditions Ch. 30 - 31
- Diabetes and Kidney Failure Ch. 32 & 35
- Obesity & Depression Ch. 33 and Supplemental Article

**Disease Group 3**
- Osteoporosis, Arthritis, Low Back Pain (Chronic Pain) Ch. 37 – 38, Articles
- Neurodegenerative diseases (MS, Alzh, Parkinson’s) Ch. 39 – 40 & 43
- HIV/AIDS Ch. 47
Supplemental Chapters/Articles are located in the modules of their respective topics

**Dates to Remember**

<table>
<thead>
<tr>
<th>Case Study due dates:</th>
<th>Quiz number/Material covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study 1 is due on 2/16</td>
<td>Quiz 1 - Ch. 1</td>
</tr>
<tr>
<td>Case study 2 is due on 3/15</td>
<td>Quiz 2 - Ch 2, 3, &amp; 4 (Harris)</td>
</tr>
<tr>
<td>Case Study 3 is due on 4/27</td>
<td>Quiz 3 - Ch 5 &amp; 6 (Harris)</td>
</tr>
<tr>
<td></td>
<td>Quiz 4 - Ch 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 &amp; 17 (Harris)</td>
</tr>
</tbody>
</table>

**EXAMS**

| Exam 1- 2/23-2/27 | Quiz 6 – Ch 30 & 31 (Harris) |
| Exam 2- 3/23-3/27 | Quiz 7 - Ch 32 & 35 |
| Exam 3-Final Exam Week May 4-May 6 | Quiz 8 - Ch 33(Harris)/Supplemental Readings |
|                        | Quiz 9 - Ch 37 & 38 (Harris)/Nuovo Ch. 12-Depression |
|                        | Quiz 10 - Ch 39, 40 & 43(Harris) |
|                        | Quiz 11 – Ch. 47 (Harris) |

**Topic Outline and Readings**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| **January 12**  
**Week 1** | Attendance  
Verification/Introductions  
Read through syllabus and other | **Module 1: Start Here - Course Information**  
Begin reading for Module 1,  
Nothing for Module 1 is due! |
| **January 19**  
**Week 2** | Epidemiological transitions | **Module 2 – Epidemiological Transitions**  
Article: Epidemiology for Public Health Practice  
Ch 1 (Harris), Quiz 1 |
| **January 26**  
**Week 3** | Cardiovascular Disease | **Module 3 – Cardiovascular Disease**  
Ch 2, 3, & 4 (Harris), Chapter 4-6 pdf. Nuovo  
Quiz 2 |
| **February 2**  
**Week 4** | Stroke and Hypertension | **Module 4 – Cardiovascular Disease Part II**  
Ch 5 & 6 (Harris)  
Quiz 3 |
| **February 9**  
**Week 5** | Cancer Part I | **Module 5 – Cancer Part I**  
Ch 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 & 17 (Harris)  
Quiz 4 |
| **February 16**  
**Week 6** | Cancer Part II | **Module 6 – Cancer Part II**  
Ch 18, 19, 20, 21, 22, 23 & 24 (Harris)  
Quiz 5  
**Case Study 1 due: 2/16** |
| **February 23**  
**Week 7** | Unit I Exam | The exam will be open from Monday 12 am –  
Friday @ 10 pm |
| **March 2**  
**Week 8** | Respiratory Diseases  
Asthma & COPD | **Module – Respiratory Disease**  
Ch 30 & 31 (Harris)  
Quiz 6 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Module</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9</td>
<td>Week 9</td>
<td>Diabetes &amp; Kidney Disease</td>
<td>Module – Diabetes &amp; Kidney Disease</td>
<td>Ch 32 &amp; 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 7</td>
<td>Case Study 2 due: 3/16</td>
</tr>
<tr>
<td>March 16</td>
<td>Week 10</td>
<td>SPRING BREAK</td>
<td>NOTHING DUE- ENJOY THE BREAK!</td>
<td></td>
</tr>
<tr>
<td>March 23</td>
<td>Week 11</td>
<td>Unit II Exam</td>
<td>The exam will be open from Monday 12 am –</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Friday @ 10 pm</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Week 12</td>
<td>Obesity &amp; Depression</td>
<td>Module – Obesity and Depression</td>
<td>Ch 33 (Harris)/Supplemental Readings- Nuovo Ch. 12</td>
</tr>
<tr>
<td>April 6</td>
<td>Week 13</td>
<td>Osteoporosis &amp;Arthritis</td>
<td>Module – Osteoporosis &amp; Arthritis</td>
<td>Ch 37 &amp; 38 (Harris)/Supplemental Readings</td>
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<td>Quiz 9</td>
<td></td>
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<tr>
<td>April 13</td>
<td>Week 14</td>
<td>Neurodegenerative Diseases:</td>
<td>Module – Neurodegenerative Diseases</td>
<td>Ch 39, 40 &amp; 43 (Harris)</td>
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<td></td>
<td>Alzheimer’s, Parkinson’s, &amp; MS</td>
<td>Quiz 10</td>
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<tr>
<td>April 20</td>
<td>Week 15</td>
<td>HIV/AIDS</td>
<td>Ch 47 (Harris)</td>
<td>Quiz 11</td>
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<tr>
<td>April 27</td>
<td>Week 16</td>
<td></td>
<td>Case Study 3: 4/27</td>
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<tr>
<td>May 4-6</td>
<td>Week 17</td>
<td>Final Exam</td>
<td>Module- FINAL EXAM</td>
<td>The exam will be open on Monday, May 4 @ 12 am and close on Wednesday, May 6 @ 10 pm.</td>
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