California State University, Chico  
DEPARTMENT OF HEALTH AND COMMUNITY SERVICES  

**Chronic and Communicable Disease** (1538) HCSV 320-01, Fall 2010  
Plumas 201 Tues/Thurs 2-3:30 p.m.  

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EMAIL: rlamarine@csuchico.edu Office hours: TTh 12:30-2 & 4:50-5:50 p.m

**REQUIRED READING**

Packet of readings (#500) to be purchased from Mr. Kopy, 119 Main St. 895-3035.

**RECOMMENDED READING**


**COURSE REQUIREMENTS:**

1. Complete three examinations over the course content and readings.  

2. Attend class regularly  

3. Answer “Questions for Review” at the end of each chapter of Hamann.  
**All answers must be typed**, double spaced, & turned in by the assigned dates to be counted for credit.  

4. Complete two abstracts of articles in your reading packet as described elsewhere in this syllabus.  

5. Develop a disease “fact sheet.”
LEARNING OBJECTIVES:

After completing this course, the student will be able to:
1. identify and evaluate the characteristics of major chronic and communicable diseases.
2. define, classify, describe the etiology, incidence, and prevalence of major diseases.
3. describe risk factors related to gender, race, ethnicity, and lifestyle for major diseases.
4. identify the major diagnostic and treatment protocols for common diseases of humans.
5. assess psychosocial influences upon diseases including diet, physical activity, rest, and related lifestyle variables.
6. determine the impact of major diseases on the quality of life for the patient & family.
7. describe historical context of disease and health in the U.S.
8. identify the role of public health, past and present, in the control of communicable and chronic disease.
9. compose a well-crafted, abstract of a professional research article.

EVALUATION

The following point scale will be used to assign final grades:

A  =  93% or higher       B-  =  80%       D+  =  67%
A- =  90%                  C+  =  77%       D  =  60%
B+ =  87%                  C   =  73%       F  = <60%
B  =  83%                  C-  =  70%

Sources of points for the final grade include:

3 tests (100 points each)  300 points
2 abstracts (50 points each) 100 points
disease fact sheet  100 points
homework  50 points
attendance  50 points

600 points possible

DATES TO REMEMBER

Abstracts: #1 Thursday, September 2; #2 Thursday, September 16

Test 1: Thursday, October 14 (review questions due)

Test 2: Thursday, November 4 (review questions due)

Disease Fact Sheet: Tuesday, November 9

Test 3: Thursday, December 16, 1:00-2:00 p.m. (review questions due)
### COURSE OUTLINE AND STUDY GUIDE

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| UNIT 3: Anatomy & Physiology: Inflammation    | Readings     |
| & Immunity                                    | Chapter 3    |
| *(Ch3: 1-5,7-9,13,17,18,20-22,25,26)*         | Readings 4, 5 |

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**Test 1**

**Test 2**
UNIT 10: Reproductive & Excretory Systems

UNIT 11: Digestive System Diseases

(Ch15: 3,6,8,11,14-17) Chapter 15

UNIT 12: Endocrine Diseases and Disorders

(Ch17: 16,19,21,23-26,28-30) Chapter 17

UNIT 13: Nervous & Musculoskeletal Systems

(Ch16: 2-4,6,9,10,12,16,17,19,20) Reading 18

UNIT 14: Mental Illness

Readings 19, 20

UNIT 15: Living With Disease

Readings 21-24

Test 3

ABSTRACTS

Reading and writing are important skills regardless of discipline. It is important to learn to read scientific articles critically. It is also beneficial to learn to write concisely and accurately in a scientific format. Students in HCSV 320 are required to write two abstracts of articles from their reading packets. Abstracts should be no longer than 150 words and written as one paragraph without indentation. Please double space all abstracts. Examples of acceptable abstracts and further guidelines for writing abstracts will be presented in class. Note that the following readings already have completed abstracts: #5, 11, 20.

Abstracts are worth 50 points each.
For abstract 1 use reading article # 1 (Achievements in Public Health)
For abstract 2 use reading article # 9 (Sight for Sore Eyes)

“An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly and, like a title, is used by abstracting and information services to index and retrieve articles. Readers frequently decide on the basis of the abstract whether to read the entire article. The abstract needs to be dense with information but also readable, well organized, brief, and self-contained. Also, embedding many keys words in the abstract will enhance the user’s ability to find it. A good abstract is: accurate, self-contained, concise and specific, non-evaluative, coherent, and readable.”

Template for Analyzing an Article

1. What was the author’s purpose for writing the article?
2. What were the key questions the author was addressing?
3. What was the most important information in this article?
4. What were the main inferences/conclusions of this article?
5. What were the key concepts in this article?

DISEASE FACT SHEET

Develop a fact sheet on a disease that is relatively common in Western society. The facts should be derived from scientifically valid sources (professional journals, medical texts, U.S. government agencies). The fact sheet should be graphically pleasing, limited to one page (back & front if necessary), and contain, as appropriate, the following information:

1. DISEASE NAME
2. INTERESTING FACTS/BRIEF HISTORY (if space available)
3. ETIOLOGY (how it develops)/RISK FACTORS
4. MODE OF TRANSMISSION/RESERVOIR (for infectious disease)
5. INCUBATION PERIOD (infectious disease)
6. SYMPTOMS/DIAGNOSIS
7. TREATMENT
8. PREVENTION (primary, secondary, tertiary)
9. PSYCHOSOCIAL SUPPORT

N.B. There is not one correct method for making a fact sheet. It will be graded on the basis of the following criteria: 1. Is the information accurate? 2. Is the material easy to access i.e. is it clear, does it have easy-to-read headings and if necessary subheadings? 3. Does it have ample white-space making it easy to quickly locate relevant information? 4. Is the language accurate and medically correct yet accessible for individuals with only a high school education? 5. Are the graphics clearly related to the topic and are they easy to interpret? 6. The ultimate decision on the grade you receive will be based on the instructor’s assessment of the degree to which the fact sheet would be useful to a lay person recently diagnosed with the disease.
HOMEWORK

Please TYPE brief responses to the following “Questions for Review” at the end of the chapters:

Chapter 1:  1-5,9-14,16-18,21,22,24
Chapter 2:  1-10,13,16,18,20-22
Chapter 3:  1-5,7-9,13,17,18,20-22,25,26

Chapter 4:  2,4,5,7,12,14
Chapter 5:  1-5,8-11,13,14,16-18,20,21,23
Chapter 6:  3-5,7,8,10,12,14,16,18,20,23,25
Chapter 7:  1-5,7,9,14,15,16,23,25,26
Chapter 8:  1-5,9,12,13,15-18,22-25,29,30
Chapter 9:  1,3,4,6,8,11,16,20,22,28
Chapter 10:  5,6,8,12
Chapter 11:  1,5,7,11,12,15,18,20,22,24,26
Chapter 12:  2,4,5,7,8,12,13,15,17,18,20,21,24,26,27,30,32,36
Chapter 13:  1,2,4,5,8,12-14,22-24,26,28-31,34

Chapter 15:  1,3,6,8,11,14-17
Chapter 16:  2-4,6,9,10,12,14,16,17,19,20
Chapter 17:  16,19,21,23-26,28,29,30
STUDY GUIDES: TESTS 1-3

HCSV 320, DISEASE, TEST 1

1. What characterizes the main causes of death today? In 1900?
2. How has evolution affected the way our genes predispose us to health and disease today?
3. What are some problems associated with our DEFINITIONS of chronic and communicable disease?
4. How is health defined?
5. Review the history of bubonic plague in the U.S.
6. What is the evolutionary nature of the pathogen/host relationship?
7. Differentiate between necessary and sufficient cause.
8. What were the most serious infectious diseases during the American Colonial Period?
9. What are telomeres and what do they do?
10. What was bloodletting used for and why?
11. What is a latent viral infection?
12. Who was Paracelsus and what did he do?
13. Review the history of the development of childhood vaccines.

DEFINITIONS: “An ambulance or a fence”; characteristics of bacteria; diffusion; disease control strategies; disease history; disease theories; famous medical researchers; first public health revolution; Germ Theory; humoral vs. cell-mediated immunity; hypochondria; incidence/prevalence; inflammation; incidence/prevalence; Koch’s Postulates; life expectancy/span; lupus; major health studies e.g. Framingham Study; reasons to suppress immunity; types of immunity; U.S. mortality, past and present

READINGS (e.g. Jewstone; Achievements in Public Health; Genes; Immunization; New Germ Theory 75% of test items discussed in lecture
Questions for review***

HCSV 320, Disease TEST 2

1. What bacteria cause botulism and lock-jaw (tetanus)? What are their characteristics? How have these diseases been controlled?
2. How did some of the early theories of disease translate into various treatment therapies?
3. How does Lyme disease affect animals other than humans?
4. What are anaphylactic reactions and how are they treated?
5. What are the major arthropod vectors of disease?
6. What are the major malaria control strategies?
7. Who were Doll and Peto and what did they find out about the causes of cancer?
8. How has plague been controlled? When was the last U.S. outbreak? What are the forms of plague?
9. What are the different heart attack symptoms associated with women?
10. During the Germ Panic of 1900-1940, what were the public’s major fears?
11. What is the proposed etiology suggested by those who view heart disease as an infectious ailment?
12. Describe the various thrombolytic treatments for heart disease.
13. What are the major treatments for coronary artery disease (CAD)?

DEFINITIONS: atrial fibrillation; botulism; causes of cancer; cholesterol; direct and indirect disease transmission; disease vectors; gonorrhea; hypertension; lung capacity; Lyme disease; metastasis; oncogenes; pneumothorax; probabilities of getting sickle cell anemia; schistosomiasis; swimmers’ itch; syphilis; thrombocytopenia; toxoplasmosis; trachoma; zoonoses

Plagues video
Text book, homework questions, readings
HCSV 320 Study Guide, Test 3

1. Describe the current treatment methods for breast cancer.
2. What are the symptoms of breast cancer?
3. What are the causes and prevention of penile cancer?
4. Describe the causes and symptoms of Cushing’s disease.
5. Describe the causes and symptoms of Addison’s disease.
6. What are the symptoms of diabetes? Who is most at risk for this disease?
7. What are the symptoms, causes, and treatments for hepatitis A, B, and C?
8. How prevalent is polio today? Describe its epidemiology.
9. What is the etiology of Alzheimer’s disease?
10. What are the symptoms of Parkinson’s disease?
11. Specifically, where is insulin produced? In what cells?
12. What is the order (proximal to distal) of the organs that comprise the gastro-intestinal tract?
13. How is celiac sprue (gluten intolerance) definitively diagnosed?
14. What is diverticulosis and how might it be prevented?
15. What are the major risk factors for cystitis?
16. Historically epilepsy was associated with what personality traits?
17. What is the difference between local and general anesthesia? What drugs are used for each?
18. Why did Freud think that depression did not affect children?

DEFINITIONS: acromegaly; bipolar disorder; cholecystitis; Creutzfeldt-Jacob disease; cystitis; depression; dysthemia; ectopic pregnancy; gout; fibromyalgia; gynecomastia; Helicobacter pylori; jaundice; medical specialties; multiple sclerosis; rheumatoid arthritis; salpingitis; schizophrenia; toxic shock syndrome; transient ischemic attacks (TIAs); types of diabetes;

Readings; questions for review; lecture notes; textbook

Student Outcome Assessment


1. Assess individual and community needs for health education (Resp.I)
   b. distinguish between behaviors that foster and those that hinder well-being
   c. infer needs for health education on the basis of obtained data

2. Acting as a resource person in health education (Resp.VI)
   a. utilize computerized health information retrieval system effectively
   c. interpret and respond to requests for health information
   d. select effective educational resource materials for dissemination

B. Assessment Level (requirement and standards of evaluation)

1. Students will be evaluated on the above competencies based on the following weights/points:

   see description on page two of this syllabus