

# Health and Diseases

CHL - 2010 001

## Course Description

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This course will introduce human diseases. The primary focus of the course is to improve health literacy and understanding of approaches for disease control and prevention in individuals and within a community.

Semester(s) Taught: All

## Course Student Learning Outcomes

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- Accurately describe the chain of infection and how it relates to communicable disease.
- Discuss how diseases are classified and recognize common and historically important disease etiology and prevalence.
- Recognize the differences between disease transmission methods.
- Describe the role of the social determinates of health on disease status.
- Analyze health issues within a given population.
- Identify risk factors for the development of chronic diseases.
- Recommend efforts that should be undertaken to work towards improving the public health status.

## College Wide Student Learning Outcomes

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- Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in

various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

- Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.
- Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.
- Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.
- Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.

- Students develop computer and information literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.
- Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

## Course Prerequisites

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None.

## Transfer/Certification/Licensure/Employment Information

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### **TRANSFER INFORMATION**

CHL 2010 is a required course for the Community Health and Leadership AS degree, and is recommended to be taken in semester 3 (second year). SLCC also has multiple transfer agreements allowing students who complete this degree to transfer seamlessly to a university offering advanced degrees in Health Administration, Public Health, or Community Health. This will prepare students to move into roles such as occupational health, health education, public policy, epidemiology, health care management, health administration and health promotion.

Current *Articulations* (where SLCC credits transfer or can be counted toward specific required credits required in the given university's advanced degree) in place include:

- **University of Utah:**
  - Community Health BS

- Health Education and Promotion BS

*Discussions underway for potential articulation to proposed Public Health BS.*

- **Utah Tech University:**

- Health Administration BAS (Fully online option)

*Also in discussion: Community Health BS*

- **Weber State University:**

- Health Administration BS (Fully online option)

- Public Health BS (Fully online option)

- **Westminster University:**

- Public Health BS

## EMPLOYMENT INFORMATION

The CHL Program provides a pathway for students seeking non-clinical degrees in health industry focused professions. CHL currently aligns for program transfer to the many non-clinical healthcare undergraduate and graduate degree programs in Utah and the Intermountain West (*outlined above*). Additional alignments and articulations are expected over the next few years.

Examples of Jobs for Community Health and Leadership graduates with salary information:

1. Community Health Workers (CHW): The Bureau of Labor Statistics (BLS) highlights a high and growing demand for Community Health Workers within the State of Utah and around the nation. The average pay for a community health worker job has increased from \$42,000 in 2022, to \$52,830 in 2023, and finally to \$54,991 in 2024 (retrieved from [https://www.bls.gov/oes/2023/may/oes\\_ut.htm](https://www.bls.gov/oes/2023/may/oes_ut.htm) and from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>. Further, as the health care industry recognizes the importance of the social determinants of health and integrated care models for health outcomes, notes the University of Utah's Kem Gardner Policy Institute, it will go even further in leveraging workers in the broader social assistance (and community health) industry <https://gardner.utah.edu/blog/blog-trends-affecting-employment-in-utahs-health-care-and-social-assistance-industry/>

2. Other Non-Clinical health care sector jobs: CHW jobs are the prototypical and often entry-level kinds of jobs that the CHL Program envisions for its students. As our transfer institution targets look to further diversify their non-clinical professions, the CHW jobs can serve as a stepping stone to a number of non-clinical health care occupations. Lightcast's hybrid data on non-clinical health sector jobs and wages further underscores the need for the CHL Program:

| <b>OCCUPATION</b>                                   | <b>Total Employed</b> | <b>Hourly Wage, Mean</b> | <b>Annual Wage, Mean</b> |
|-----------------------------------------------------|-----------------------|--------------------------|--------------------------|
| Medical and Health Services Managers                | 4,670                 | 58.92                    | 122,550                  |
| Social and Community Service Managers               | 1,570                 | 35.24                    | 73,300                   |
| Health Education Specialists                        | 570                   | 30.79                    | 64,040                   |
| Social and Human Service Assistants                 | 6,140                 | 19.06                    | 39,640                   |
| Community Health Workers                            | 660                   | 25.40                    | 52,830                   |
| Community and Social Service Specialists, All Other | 450                   | 18.02                    | 37,480                   |
| Medical Records Specialists                         | 1,270                 | 27.53                    | 57,260                   |
| Healthcare Support Workers, All Other               | 460                   | 22.67                    | 47,150[JH1] [AB2]        |

Source: U.S. Bureau of Labor Statistics, May 2023 Occupational Employment and Wage Estimates, Utah  
[https://www.bls.gov/oes/2023/may/oes\\_ut.htm#31-0000](https://www.bls.gov/oes/2023/may/oes_ut.htm#31-0000)

Digging deeper into the job trends data, we find even further rationale to grow the CHL program's emphasis on transfer to 4-year higher education institutions. EMSI data for national educational attainment expectations provided through Lightcast (Q3 2024) continue to show that only a smaller percentage of CHW and Community and Social Service Specialist jobs are attainable with an Associates level degree (8.8%, compared to 10% in 2023) A growing percentage of these jobs (62%) require bachelor-level training or higher.

## Engagement Plan

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This plan is designed to ensure your success and enjoyment of this course. If at any point you have questions about these expectations or about how they are working in a practical sense, please reach out to me directly.

### **My commitment to you and your fellow students:**

- Login in: I will log in on a daily basis.
- Responding to emails, calls, and posts on the “Any Questions” discussion board: I will make every effort to respond to these queries and messages also within 24 hours. I will respond to any message marked “URGENT” in the subject line as soon as I am able. For any issue that feels very urgent, feel free to text me at 801-870-3887. I am generally NOT available after 7:00 PM.
- Grading assignments: I will grade assignments within 72 hours of submission, if not sooner.
- Participation on Discussion Boards: I will participate in discussions with an eye on facilitating engagement on the part of all students and on “connecting the dots” across curriculum content.

### **My expectations for you and your fellow students:**

- Login in: Each student is expected to log in on a daily basis.
- Participating in discussion boards:
  - At a minimum: all students are expected to contribute as set forth in each discussion assignment’s instructions.
  - IMPORTANT: Avoid simply “checking boxes” on these instructions (ex: submitting your original post and responding but without truly engaging to 2 other posts).
  - Instead: “Tend the fire” of our discussions: Together we should aim to create meaningful, give-and-take discussions. To that end, please make every effort to check back on any loose threads in our discussions, even commenting on comments if necessary.

## Keys for Success (how to succeed in the course)

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Do NOT put things off until the day assignments are due. I recommend that you look at the upcoming module each Monday (or Sunday night) so you are aware of what you will need to do by the end of the week. You might want to book blocks of time in your schedule to get all the assignments done on time.

### **STRONGLY RECOMMENDED KEYS TO SUCCESS**

To learn even more about proven strategies for student success, check out SLCC's Study Skills and SkillShops tools! Here you will find practical tools and self-paced workshops for:

- note taking
- [reading \(and digesting\) your textbooks](#)
- [how to study](#)
- [navigating Canvas](#)
- [time management](#)
- [build your EPortfolio](#)
- and more.

In a perfect world, the course would require the same time commitment each week. NEWS FLASH: We don't live in a perfect world! The truth is some weeks will be busier than others -and you will need to adapt as needed. Your best bet is to plan ahead and stay on top of your assignments.

Leave yourself enough time to study and reflect and from there to formulate your own educated opinion on bioethical issues. Also and important: Set aside plenty of time to comment on each other's posts and check back often. That's right: respectful and thoughtful interaction is key to your success and enjoyment of the course.

## Course Content Advisory

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Because of past or current life experiences, students may find an assignment too emotionally upsetting to complete. If this is the case, please contact me as soon as

possible. You can complete an extra credit assignments instead.

Please note: These topics will be covered in the following weeks/modules of the course

- **Module 10: Overfeeding, Disuse, and Cardiometabolic Outcomes (October 21-27)**

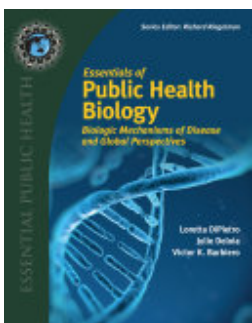
This module Includes a discussion about weight stigma and health at every size.

- **Module 13 Mental Illness and Addiction**

This module Includes a suicide prevention "gatekeeper" training sponsored by Hope Squad & QPR Institute. This training is 90 minutes and will teach you how to recognize suicide warning signs, ask about suicide, and persuade people to accept professional help.

## Required Text or Materials

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**Title:** Essentials of Public Health Biology

**Subtitle:** Biologic Mechanisms of Disease and Global Perspectives

**ISBN:** 9781284167818

**Authors:** Loretta DiPietro, Julie Deloia, Victor Barbiero

**Publisher:** Jones & Bartlett Learning

**Publication Date:** 2018-03-07

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Additional Materials

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On occasion I will recommend an open-source article, supplemental reading, or resource. These are always optional, unless it is part of your final research project.

## Brief Description of Assignments/Exams

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Students in this class will be reading assigned chapters, watching educational videos, and completing assignments (mostly quizzes and discussions)



QUIZZES and EXAMS: Good news: there are NO exams in this class! Instead we have weekly open-book quizzes to make sure you've done the assigned reading. Module quizzes on Canvas test your basic understanding of the assigned reading material for that week. Quizzes can be taken up to two days after their due date--this is to help you keep up with the flow of the course.

ASSIGNMENTS: All assignments and instructions are found on Canvas in the Modules. Most assignments are due by 11:59 p.m. on Sundays. Look over the assignments early in the week so you know what each assignment entails.

LATE WORK: Work turned in within 24 hours of when it was due will get 80% of the on-time grade. Work turned in between 24 - 48 hours of when it was due will get 60% of the on-time grade. Assignments and quizzes close and are not available 48 hours after they are due.

PREPARATION FOR FINAL PROJECT: For your final assignment, you will be working as an epidemiologist and using the knowledge from this course to create a mock epidemiology report and presentation. This assignment will be broken down into several parts with the final result being a 3-5 page report and a presentation (no less than 5 minutes and no longer than 10 minutes) that provides a high-level overview of your report.

## Assignment Schedule

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| Due Date | Assignment Name                                                                                                                       | Assignment Type | Points |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|
|          | <a href="#">Introduce Yourself</a>                                                                                                    | Discussion      | 0      |
|          | <a href="#">What questions do you have so far? (optional)</a>                                                                         | Discussion      | 0      |
| 8/31/25  | <a href="#">Introduce Yourself: Your original intro post is due August 29 11:59 PM. Comment on 2 others' intro posts by August 31</a> | Discussion      | 10     |

| Due Date | Assignment Name                                                                                        | Assignment Type | Points |
|----------|--------------------------------------------------------------------------------------------------------|-----------------|--------|
| 8/31/25  | <a href="#">Orientation Quiz</a>                                                                       | Quiz            | 7      |
| 9/2/25   | <a href="#">Chapter 14 Quiz</a>                                                                        | Quiz            | 10     |
| 9/2/25   | <a href="#">Germ Theory Quiz</a>                                                                       | Quiz            | 7      |
| 9/2/25   | <a href="#">Survival Strategies</a>                                                                    | Quiz            | 10     |
| 9/5/25   | <a href="#">Daily Activity Risk Assessment</a>                                                         | Assignment      | 24     |
| 9/7/25   | <a href="#">Chapter 1 Quiz</a>                                                                         | Quiz            | 10     |
| 9/7/25   | <a href="#">Daily Activity Risk Assessment Findings: Discussion</a>                                    | Discussion      | 15     |
| 9/14/25  | <a href="#">Cell Tracing and Function</a>                                                              | Quiz            | 30     |
| 9/14/25  | <a href="#">Chapter 2 Quiz</a>                                                                         | Quiz            | 10     |
| 9/14/25  | <a href="#">Early Course Feedback Survey</a>                                                           | Quiz            | 7      |
| 9/14/25  | <a href="#">Research Process: Advanced Cumulative Quiz</a>                                             | Quiz            | 10     |
| 9/14/25  | <a href="#">Share and get feedback on 1-2 topics you might want to focus on for your final project</a> | Discussion      | 5      |
| 9/21/25  | <a href="#">Chapter 3 Quiz</a>                                                                         | Quiz            | 10     |
| 9/21/25  | <a href="#">Cycle of a Microbial Disease</a>                                                           | Assignment      | 30     |

| Due Date | Assignment Name                                                                            | Assignment Type | Points |
|----------|--------------------------------------------------------------------------------------------|-----------------|--------|
| 9/21/25  | <a href="#">Final Project Topic Proposal</a>                                               | Assignment      | 25     |
| 9/28/25  | <a href="#">Chapter 4 Quiz</a>                                                             | Quiz            | 10     |
| 9/28/25  | <a href="#">Immunity, Media, and You: Presentation and Comments</a>                        | Discussion      | 15     |
| 10/5/25  | <a href="#">Epigenetics and Human Development Activity</a>                                 | Assignment      | 30     |
| 10/5/25  | <a href="#">Chapter 5 Quiz</a>                                                             | Quiz            | 10     |
| 10/5/25  | <a href="#">Final Project Literature Review: Planning Ahead</a>                            | Assignment      | 25     |
| 10/12/25 | <a href="#">Chapter 6 Quiz</a>                                                             | Quiz            | 10     |
| 10/19/25 | <a href="#">Cancer Prevention Activity</a>                                                 | Assignment      | 40     |
| 10/19/25 | <a href="#">Chapter 7 Quiz</a>                                                             | Quiz            | 10     |
| 10/19/25 | <a href="#">Final Project Outline</a>                                                      | Assignment      | 25     |
| 10/26/25 | <a href="#">Chapter 8 Quiz</a>                                                             | Quiz            | 10     |
| 10/26/25 | <a href="#">Sugar Tax Debate (Discussion)</a>                                              | Discussion      | 15     |
| 11/2/25  | <a href="#">Midterm Assignment: Final Project Presentation &amp; Write-up Draft Part 1</a> | Assignment      | 25     |
| 11/2/25  | <a href="#">Chapter 9 Quiz</a>                                                             | Quiz            | 10     |

| Due Date | Assignment Name                                                        | Assignment Type | Points |
|----------|------------------------------------------------------------------------|-----------------|--------|
| 11/2/25  | <a href="#">Weight Stigma and Health at Every Size Approach</a>        | Discussion      | 15     |
| 11/9/25  | <a href="#">Chapter 10 Quiz</a>                                        | Quiz            | 10     |
| 11/9/25  | <a href="#">Maternal Mortality in the U.S.</a>                         | Discussion      | 15     |
| 11/16/25 | <a href="#">Chapter 11 Quiz</a>                                        | Quiz            | 10     |
| 11/16/25 | <a href="#">Diseases of Aging Infographic Presentation</a>             | Discussion      | 15     |
| 11/16/25 | <a href="#">Diseases of Aging Infographic</a>                          | Assignment      | 35     |
| 11/23/25 | <a href="#">Chapter 12 Quiz</a>                                        | Quiz            | 10     |
| 11/23/25 | <a href="#">Final Project Presentation &amp; Write-up Draft Part 2</a> | Assignment      | 25     |
| 11/23/25 | <a href="#">Mental Illness and Public Health</a>                       | Discussion      | 15     |
| 11/23/25 | <a href="#">QPR Gatekeeper Training for Suicide Prevention</a>         | Assignment      | 10     |
| 11/24/25 | <a href="#">Extra Credit Opportunity with Module 10!</a>               | Assignment      | 10     |
| 11/30/25 | <a href="#">Chapter 13 Quiz</a>                                        | Quiz            | 10     |
| 11/30/25 | <a href="#">Injury Report Assessment and Prevention Strategies</a>     | Assignment      | 30     |

| Due Date | Assignment Name                                                                                    | Assignment Type | Points |
|----------|----------------------------------------------------------------------------------------------------|-----------------|--------|
| 12/7/25  | <a href="#">Chapters 16 &amp; 17 Quiz</a>                                                          | Quiz            | 20     |
| 12/7/25  | <a href="#">Global Diseases: Discussion</a>                                                        | Discussion      | 15     |
| 12/14/25 | <a href="#">Extra Credit Assignment for CHL 2010 Students needing or wanting such (20 points).</a> | Assignment      | 0      |
| 12/14/25 | <a href="#">Final Project Presentation &amp; Write-up</a>                                          | Assignment      | 50     |
| 12/14/25 | <a href="#">Final Project Presentation Delivery</a>                                                | Discussion      | 25     |
| 12/15/25 | <a href="#">End of Course Feedback Survey</a>                                                      | Quiz            | 11     |

## Grading Scale

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Although assignments and quizzes are calculated in points, Canvas will convert your final score to percentages and letter grades. Your final grade will be computed as follows:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63-60 = D-

59 and below = E

## Academic Integrity

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Salt Lake Community College and this course are committed to the highest standards of academic honesty and integrity. As a student in this course, you are expected to uphold these values in all your academic work.

### Expectations

- Original Work: All assignments, exams, discussions, and projects must reflect your own understanding and effort unless group collaboration is specifically authorized.
- Proper Use of Sources: You must give full credit to any ideas, words, or media that are not your own. Use correct citation practices (APA 7th edition).
- Prohibited Behaviors include (but are not limited to):
  - Plagiarism (copying words, ideas, or media without proper citation).
  - Using AI or other digital tools to generate work without explicit instructor permission.
  - Submitting work purchased, borrowed, or copied from another student or outside source.
  - Unauthorized collaboration on individual assignments or exams.
  - Fabricating or altering data, citations, or information.
  - Using unauthorized materials, notes, or devices during exams or quizzes.

### Consequences

Violations of academic integrity will be taken seriously and may result in one or more of the following:

1. A failing grade on the assignment or exam.
2. A failing grade for the course.
3. Referral to the Dean of Students for disciplinary action, which may include suspension or expulsion in accordance with SLCC policy.

### **Student Responsibility**

- If you are ever unsure whether a behavior may violate this policy, it is your responsibility to ask before submitting work.
- Academic integrity is not only about avoiding misconduct; it is about building the skills, confidence, and voice that will serve you throughout your education and professional life.

This course policy aligns with the Salt Lake Community College Code of Student Rights and Responsibilities (SLCC Policy C2). All students are expected to be familiar with and abide by these standards: [SLCC Student Code of Conduct](#).

## [How to Navigate to Canvas](#)

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## [Online Tutoring](#)

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Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Additional Policies

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### Use of AI or Generative Intelligence Software

Generative artificial intelligence (AI) software like Chat GPT is a rapidly emerging tool that CHL 2010 students may be interested in using. It bears noting that the field of public health biology itself has begun to acknowledge the value of AI for efforts to improve public health.\*

**Important:** Students must get permission from me for any use of AI. Any approved uses of AI are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so and cite the source in specific ways outlined [here](#).

\*[Olawade DB, Wada OJ, David-Olawade AC, Kunonga E, Abaire O, Ling J. Using artificial intelligence to improve public health: a narrative review. Front Public Health. 2023 Oct 26;11:1196397. doi: 10.3389/fpubh.2023.1196397. PMID: 37954052; PMCID: PMC10637620.](#)

### Academic Dishonesty

Plagiarism is the writing equivalent of stealing or passing off another's work as your own. Rather than properly citing and documenting a source, the student copies the source word for word or modifies what was written to make it appear as though the work is their own. It is YOUR responsibility to understand what constitutes plagiarism (see [SLCC's Code of Student Rights and Responsibilities](#) for details. After you turn your work in, Canvas generates a "Similarity Score" showing the percentage of what could be copied material. You can click on the percentage number to see a detailed report. The lower the number, the better. I'm interested in reading YOUR comments, not what others have written. Anyone caught plagiarizing or cheating will be penalized, possibly receiving an F in the

course. If two students turn in the same work for an assignment that was to be completed individually, both will earn a "0" or F for that assignment.

### **Discussion: Let's keep it real!**

By taking this course, you are part of a community of learning and reflection. And, in our discussions you will be wrestling with some big, often contentious issues. I can promise you that if you submit your original discussion post early, and then take the time to reflect about other's posts so you can contribute meaningful comments and interact with each other from here (yes, you can comment on a comment), you will be much happier.

### **Incompletes**

An incomplete is a conditional grade given only in extraordinary cases where a student has completed a major portion of the class but is unable to complete course work due to circumstances beyond their control (e.g. major illness/injury, death in the family). Written documentation from your physician will be required. A student must be maintaining 70% or better before an incomplete is given.

### **Written Communication Standard**

All work is to be free from spelling, grammatical, and punctuation errors. Such errors can affect your grade.