

## Genetic Loci Linked to Schizophrenia

This graphic illustrates so-called "linkage studies," showing a number of places in the human genome where pieces of DNA are inherited along with risk for the illness.

It shows one of each of the 23 pairs of chromosomes, and the red dots indicate regions where a piece of DNA has been shown to be inherited along with the risk for schizophrenia in certain families and certain studies.

### Advanced Topics in Health (HEA 440)

#### Spring 2004

**Days/Time:** W – 5:00 pm to 8:00 pm

**Room:** Trask 119

**Instructor:** Dr. Mike Perko, Ph.D., CHES

**Office:** Hanover 202

**Office Hours:** M – 10:00 am – 11:00 am, 2:00 pm – 3:00 pm, TTH – 10:00 am – 11:00 am, F –  
By appt.

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#### **Course Description:**

Contextual and philosophical investigation of issues facing health professionals, citizens, and students in today's society. Issues span local and global interests.

#### **Purpose of this Course:**

This course is intended to add depth to our current knowledge of health topics that exist in contemporary society. As such, various philosophical and ethical positions should be attempted to prepare for when these topics hit close to home. Students will receive practice in facilitating discussion in these issues.

### **Course Requirements:**

1. Regular class attendance is essential. Videos and guest speakers will be utilized when possible to supplement the instructor's lectures. If you are absent it will be very difficult and sometimes impossible, to make-up material covered in class. Students are responsible for all materials presented in class
2. Read any assignments **prior** to attending class.
3. Complete any written assignments by due dates. Points will be deducted for late assignments.

### **Course Description:**

In less than 100 years, the American population has gone from acute, infectious disease as the major cause of death to one caused by lifestyle behaviors. Heart disease, cancer, and diabetes, among others, cut across all populations as major contributors to mortality and morbidity. Students pursuing a professional health career and health consumers should be exposed to a critical thinking experience that examines this shift in the health of Americans, and the underlying cultural, biological, and technological aspects inherent in this shift. Topics will be discussed in seminar fashion.

### **Grading and Assignments:**

- 20% Attendance
- 25% index card "tickets"
- 25% Written critiques
- 30% Group project

**Written Critiques:** From time to time you will be asked to write a critique of a news article, website, or other example of note. These typically will be 1 to 2 pages. A critique is defined as your opinion of something **backed up by fact**. Worth 25% of the final grade.

**Index card tickets:** Each week you will be required to have a "ticket" to enter class in the form of a 3x5 index card (3x5 index card *only*, not a scrap of paper, not 5x8 index card.) On the ticket should be your name and something health related that caught your interest – a website, a book, a quote, or a discussion starter. Tickets will be worth 25% of the final grade.

**Group project:** Starting in the third week of the course, student groups will begin to conceptualize an in-depth look at a chosen health topic. These groups will use class resources to help structure and design the chosen topic. Presentations of this topic will begin in the second half of the course. Worth 30% of total grade.

### **Project –**

Each group can pick a health topic of their choosing. NOT a health problem, like heart disease or cancer, but a *topic* that is related to, or caused by, or a result of the problem. This is higher order thinking. For example:

Topic – Overall, has technology helped or hindered the health of Americans?

Topic – Given recent statistics about obesity, forecast exercise trends for the year 2025.

Each group member must participate in some way; one or two people will be responsible for research, one or two will be responsible for working on the presentation, one or two will keep notes of each meeting, etc. ALL will participate in the final presentation.

**Final presentation** – Each group will present to the class their topics. You will have about 10–12 minutes to present (These will be timed!). I suggest the following process:

1. Introduce topic to audience (I suggest maybe in a creative way; just a suggestion, not a requirement)
2. Provide factual background info. to give your topic creditability.
3. Provide for us a stimulus to want to ask questions.

### Class Dates –

We will meet as a group each Wednesday night starting at 5 pm. I will expect you to be energized and ready to talk, just as you should expect that from each other. The following are dates we **WILL NOT** have class:

- March 10<sup>th</sup> (Spring Break)
- March 31<sup>st</sup> (AAHPERD Convention)
- April 7<sup>th</sup> (Easter Break)