



Course Syllabus

HONR 300: Chronic Illness and the Healthcare System

Course Information

Course: *HONR 300: Chronic Illness and the Healthcare System*

Number of Credits: 4

Delivery Mode: *In Person*

Course Schedule: *Fall 2023, TTh 9:30-10:45 a.m.; Lab during regularly scheduled class*

Office Hours: MF 11:00-2:00

In this course students will be required to watch several videos per week, receive extensive written feedback on assignments, and read several books throughout the course, averaging at least one hour of direct instruction outside of the class per week.

Faculty

Dr. Cathy Pederson, Science 217, 937-327-6481, cpederson@wittenberg.edu

Course Description

Many chronic illnesses are notoriously difficult to diagnose and treat. There are many facets to chronic illness that affect both the individual and their family - physiological, psychological and financial. Several categories of chronic illness, including cancer, neurological disorders and chronic "invisible" illness, will be explored through the lens of quality of life for the patient as we think about the many facets of these illnesses and how they navigate the healthcare system.

Course Outcomes (CO)

Upon completion, students should be able to:	Assessed primarily by:
Develop and test a hypothesis related to human health	Lab assignments (4) Signature assignment LO7
Analyze social hierarchies as they relate to chronic illnesses and navigation of healthcare systems	Video assignments Health Disparity assignment Signature assignment L06
Communicate effectively about the physical, psychological, and financial aspects of chronic illness and the healthcare system	Exams Case studies Interaction with ill patients Video assignments



Program Outcomes Integration

This course supports the General Education Learning Outcomes 6 and 7.

LO6: US Diversity and Equity. Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.

- Students will articulate knowledge of social hierarchies and their impact and relevance in social issues.
- Students will analyze how social hierarchies impact the distribution of social and material resources.

LO7: Scientific Inquiry. Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.

- Students will develop hypotheses or models.
- Students will demonstrate scientific reasoning skills by applying discipline specific scientific methods.
- Students will draw appropriate conclusions from results or observations.

Required Textbooks and Materials

It's Not About the Hair and Other Certainties of Life & Cancer by Debra Jarvis

Inside the O'Brien's by Lisa Genova

My Imaginary Illness by Chloe Adkins

All other materials required will be provided on Moodle or in class.

Course Assessments

Midterm Exams (75 points each)

All exams will be *lecture exams*. Therefore, *while attendance is not required, it is strongly encouraged*. Information not covered in lecture will not be covered on the exam, unless I specifically say otherwise. In addition, there may be material covered in lecture which is not covered in the text, this material is fair game for the exams. All exams will be matching, short answer, and essay questions. In addition, I reserve the right to give pop quizzes over readings or lecture material at any time during the semester. Pop quizzes cannot be made up under any circumstances.

Moodle Videos/Podcasts (3 points each)

All videos will be provided for you either on Moodle (click the link to watch and respond in Perusall). Write at least three comments or questions at relevant places in each video. You should be able to see your score immediately upon completion and may re-enter to continue watching/commenting as many times as necessary before the deadline in order to receive full credit.

Reading Quizzes (15 points each)

We will read three books as we go through the semester. A reading quiz for each book will be due on Moodle the morning that we discuss the book to assure that you have completed it prior to our classroom discussion.

Journaling a case study of a chronic illness (minimum 1,000 words per entry; 25 points each plus 5 points for responding to peers)

Research an approved chronic illness for onset, symptoms, diagnostic criteria, and treatment. Create a fictional character that suffers from that chronic illness and demonstrate how the disorder impacts daily



life over time. Make your character come to life as s/he deals with her/his own issues as well as that of the family, co-workers, and daily life. Show the passage of time over three journal entries as your character journeys through the illness. Due on Moodle.

Laboratories L07 (meet in classroom or Science 223 Biopac lab; 10 points each)

Attendance in lab is mandatory. Often, we will be covering information not dealt with in lecture, as the laboratory provides a better format for some topics. Labs are difficult to make up later - please make every effort to be in class and on time these days. Assignments due on Moodle.

Signature Assignment L06 (25 points)

Chronic illnesses are difficult for the patient and their family on many levels. In this assignment, please explore the impact of the healthcare system on an individual with a chronic illness of your choice. What would the impact of socialized medicine (Canada, Germany) vs. private insurance/Medicare/Medicaid (US) be on that patient? Think about the first (US medical system) and last book (Canadian socialized medicine) that we read as a starting place for this assignment. What are the strengths and weaknesses of each category of healthcare system? How does each benefit/create havoc for a chronically ill person?

Signature Assignment L07 (25 points)

In small groups, you will develop a hypothesis related to the EKG or EMG and then test that hypothesis in class. Individually, you will create a data table of your results, a graph that shows those results, and a paragraph evaluating your data. Did your data support or reject your hypothesis?

Reflection Assignment (10 points)

At the end of the course, take a little time to consider the concepts and skills have you have honed through this course. This could take many forms: how does this course relate to others? What skills did you learn that might improve your career readiness (critical thinking, communication, problem solving, work ethic, other?). How did the content of this course relate to your (potential) major, minor, or professional goals?

Grading Scale

Letter Grade	Percent
A	93 - 100
A-	90 - 92.9
B+	88 - 89.9
B	83 - 87.9
B-	80 - 82.9
C+	78 - 79.9
C	73 - 77.9
C-	70 - 72.9
D+	68 - 69.9
D	63 - 67.9
D-	60 - 62.9
F	59.9 and lower

Additional Meeting Times

You are welcome to meet with me in my office (Science 217) or virtually via Microsoft Teams. You can [sign up for an appointment time](#) that works in your schedule. If you don't find a time that works for you, please email me at cpederson@wittenberg.edu and we can arrange to meet at an alternate time.



Statement on the Expectation of Work

In addition to attending class in-person, students will engage in the following activities of direct instruction for an extra hour each week for the whole term. This direct instruction may take the form of in-class lecture or activities, instructional videos, recorded lectures, etc per instructor preference.

Time Commitment

For each credit hour of classroom or direct faculty instruction, students are expected to engage in two hours of out of class course-related work each week for approximately 15 weeks. For instance, a four-credit hour course requires eight hours per week of out of class work.

Course Outline, Schedule, and Due Dates

Dates	Topic	Assignments
Theme I: Cancer		
Aug 28 - Sept 3	What is Quality of Life?	Videos (Th)
Sept 4-10	Major Cancers	Medical Vignette (T); Lab: Clinical Skills (Th)
Sept 11-17	Staging, Treatments and Prognosis	Videos (T); Assignment: Health People Disparity (Th) Lab: Normal vs. Cancer (Th)
Sept 18-24	Book: <i>It's Not About the Hair and Other Certainties of Life & Cancer</i> by Debra Jarvis	Moodle Reading Quiz (T); Exam I (Th)
Theme II: Neurological Disorders		
Sept 25 – Oct 1	Basics and Neurodegenerative Disorders	Videos (T); Case Study Background (Th) Lab: Scientific Method (Th)
Oct 2-8	Stroke and Physical Trauma	Video (T); Lab: Biopac EEG (Th; Sci 223)
Oct 9-15	Developmental Disorders	Case Study, Part I (T); Videos (Th); Medical Vignette (Th)
Oct 16-22 Fall Holiday	Fall Holiday (T) and Book: <i>Inside the O'Brien's</i> by Lisa Genova (Th)	Reading Quiz (Th)
Oct 23-29	Introduction to Chronic Invisible Illness (Th)	Video (T; LO6); Exam II (Th)
Theme III: Chronic Invisible Illnesses		
Oct 30- Nov 5	POTS, EDS and Myalgic Encephalomyelitis	Videos (T); Case Study, Part II (T)
Nov 6-12	In Class Video: <i>Unrest (T)</i>	Lab: Biopac EMG (Th; Sci 223)
Nov 13-19	Fibromyalgia and Patient Interviews (Th)	Videos (Th)
Nov 20-26 Thanksgiving	Book: <i>My Imaginary Illness</i> by Chloe Adkins	Reading Quiz (T)
Nov 27-Dec 3	Lyme Disease and Mitochondrial Disorders	Case Study, Part III (T); Medical Vignette (Th) Signature Assignment (LO7)
Dec 4-8	Lessons Learned and Where to Go from Here	Videos (T); Reflection (T) Lab: Signature Assignment L06 (Th)
Exam III: Wednesday, December 13 3:30-6:30 p.m.		



Guidelines for Success

Moodle

You will be able to find all assignments on Moodle (moodle.wittenberg.edu). You can sign into Moodle using your Wittenberg email and password. Look for our course (23FA HONR-300TL: Chronic Illness/Healthcare) and click the icon. You will find directions for all readings and assignments there, as well as places to upload your completed work. Be sure when you download assignments that you re-name them and save the document with your answers inserted before you upload your work into Moodle.

Technical Assistance

Here is a great page to get started if you need help printing a document, using Moodle or Microsoft Teams, or a variety of other common problems.

<https://www.wittenberg.edu/administration/informationtechnology>

If you need help with your computer, Moodle, email or other technical issues, please visit Wittenberg's Solution Center.

Walk-in location: Main level of Thomas Library

Email: solution@wittenberg.edu

Phone: 937-525-3801

Communication (E-mail & Course Messages)

I plan to send a weekly email to remind you of things that will be due the following week. I send all class communications through Moodle Announcements. While you will receive an email at your Wittenberg email address, you can also find the message in the top section of our Moodle page under Announcements.

Accessibility and ADA Accommodation

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you must register with Accessibility Services by contacting Gwen Owen, the Director of Accessibility Services at 937-327-7870 or by email at oweng@wittenberg.edu. Please note that services are confidential and may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the Office of Academic Services COMPASS Sweet Success Center, Thomas Library on the first floor. Walk-in appointments are welcome 8 AM to 5 PM, Monday through Friday.

Writing Center

The Wittenberg Writing Center is a space in which you can talk with other students about your writing—such conversations are what professional writers have all the time. The Writing Center is on the first floor of the Thomas Library (just down the steps past the skeleton). You can often stop in and have a walk-in appointment, or you can access the online calendar and set up a time:

<https://wittenberg.mywconline.com>. They offer face-to-face, virtual, and email sessions.

Oral Communication Center

The Oral Communication Center is a place where you can go to receive one-to-one assistance at any stage of preparation (from brainstorming, to organizing your ideas, to polishing your delivery) for any kind of speaking assignment (from presentations to debates to leading a class session) or any speaking-related skill (from speech anxiety to effective listening to developing a PowerPoint presentation). A trained student consultant will work with you, provide suggestions and feedback, and help guide your preparation in the right direction. Given the limited hours at the Oral Communication Center, it is usually best to make an appointment: <https://wittenberg.mywconline.com>.



Cultures and Languages Across the Curriculum (CLAC)

If you have either completed or are currently enrolled for a Language course (Chinese, French, German, Japanese, Russian, Spanish) beyond 112, you are eligible to enroll for a Cultures and Languages Across the Curriculum (CLAC) module associated with this class and earn one credit for that module. Please let me know if you are interested in pursuing this opportunity.

Code of Academic Integrity

Wittenberg University's community obligates each member to a code of civilized and ethical behavior. The Wittenberg University student conduct system supports the goals of the University by providing and maintaining behavioral standards and expectations for students that promote:

- Safety and security
- Personal dignity
- Self-regulation of behavior
- Respect for the rights of others

Thus, students create an environment essential to the healthy development of the individual and community while enhancing student engagement, satisfaction and success.

Wittenberg's Honor Statement

Academic work submitted at Wittenberg will carry the honor statement: ***"I affirm that my work upholds the highest standards of honesty and academic integrity at Wittenberg, and that I have neither given nor received any unauthorized assistance."***

Diversity

Wittenberg University believes in fostering an inclusive, equitable campus climate and culture where all members of our diverse residential community can thrive. We aspire to attract and retain a diverse faculty, staff, and student body. A diverse and inclusive campus enhances the living, learning, and working environment for every member of our community. Wittenberg commits to embracing a culture of respect and civil discourse and preparing the members of our community to engage and succeed in an increasingly diverse environment.

As we encourage free speech and inquiry, we also are committed to assuring responsibility and accountability for our words and actions. We believe there is a balance between unrestricted inquiry, personal responsibility, and accountability. Maintaining this balance is essential in order to create an inclusive, equitable, and safe living and learning community for all. As an institution, we are committed to working with groups to ensure they have representation, voice, and dignity.

As members of the Wittenberg University community, we pledge to:

1. Affirm the dignity of every person and foster a spirit of respect.
2. Acknowledge, respect, honor, and celebrate diversity.
3. Work together to create an environment that is both diverse and inclusive.
4. Recognize and challenge the dynamics of power and privilege that create barriers to participation and equity at Wittenberg and in society.
5. Confront and condemn bigotry, harassment, and discrimination.

Wittenberg Resources for Your Success

Wittenberg strives to serve the whole student, and we are here to help you if and when you need it. If you are in need of assistance, please don't hesitate to reach out to me or to use any of these FREE campus



resources. A more comprehensive list of services is available to you on the [Office of Student Development page](#), but here are a few that might be helpful.

- [Campus Cupboard](#)
- [Career Services](#)
- [COMPASS Student Success Program](#)
- [Counseling Center](#)
- [Diversity and Inclusion](#)
- [Health and Wellness Information and Resources](#)
- [Incident Reporting](#)
- [Language Learning Center](#)
- [Math Workshop](#)
- [Oral Communication Center](#)
- [Writing Center](#)

Course Policies

Written assignments should be identified by your student ID number rather than your name, to preserve the instructor's fairness in grading.

- There is little tolerance for students who miss an exam. In the case of an emergency, you need to leave a message for me PRIOR to the exam administration. Athletes who have to miss the examination period for a game are required to take the examination **prior** to the scheduled period. Students who come in late during the examination period **will not** be given extra time at the end of the period in which to finish the exam. Those portions of the exam not completed will be marked incorrect.
- Assignments are to be submitted via Moodle unless told otherwise. Any assignment that by the deadline will be considered late and lose **10% of the total points per day** until submitted, including weekends.
- **Plagiarism, whether accidental or intentional, will not be tolerated in this class.** Internal citation (Pederson, 2023) tells your reader that you took the ideas from that particular author(s), but that the words you use to express those ideas are your own. If you use more than 4 of the author's words in a row without the use of quotation marks, you have plagiarized and essentially stolen from that author. The use of quotation marks in addition to the internal citation is a signal that you are using both the author's words (quotes) and ideas (internal citation). In science, it is not common to take direct quotes - rather we paraphrase (take the authors ideas and put them into our own words). **You are expected to paraphrase the author's ideas into your own words for all of your assignments in this course, and properly cite the source of those ideas.** Please be careful that you are correctly citing authors for everything that you turn in for all of your classes. If you are not sure how to handle a particular citation - ASK! **Plagiarism on any assignment will result in a zero for that assignment and will automatically be reported to the Honor Council.**

Syllabus Change Statement

Course instructors reserve the right to adjust this syllabus and content to meet the needs of students and to address course outcomes. In the event of substantive changes, students will be notified via an announcement in class or in Moodle.