

Honors 300B: Chronic Illness and the Healthcare System

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<u>Week</u>	<u>Tuesday</u>	<u>Unit 1: Cancer</u>	<u>Thursday</u>
Aug 17-23	What is Quality of Life?		Assignment: Healthy People Disparity Video Summaries
Aug 24-30	Major cancers		Lab assignment: Normal tissue vs. cancer
Aug 31-Sep 6	Staging, Treatment options, and Prognosis		Lab assignment: Clinical skills Video Summaries
Sept 7-13	Book: <i>It's Not About the Hair and Other Certainties of Life & Cancer</i> by Debra Jarvis Reading Quiz due		Exam 1
		Unit 2: Neurological Disorders	
Sept 14-20	Discussion of Grant Proposals Pre-Class Quiz: Belmont Report		Nervous System: Introduction Case Study Background due
Sept 21-27	Neurodegenerative Disorders		Lab assignment: Biopac EEG (Sci 223) Case Study on Chronic Illness due
Sep 28-Oct 4	Stroke and Physical Trauma Assignment: Topic, Keyword, Thesis for Grant Proposal		Video Summaries
Oct 5-11	Developmental Disorders		Lab: Biopac Biofeedback (Science 223)
Oct 12-18	Book: <i>Inside the O'Brien's</i> by Lisa Genova Reading Quiz Due		Exam 2
		Unit 3: Chronic Invisible Illnesses	
Oct 19-25	POTS and Myalgic Encephalomyelitis Case Study on Chronic Illness due		Writer's Workshop: Case Studies & Peer Edits Grant Proposal: Methods Due
Oct 26-Nov 1	Ehlers-Danlos Syndrome and Fibromyalgia Video Summaries		Lab: Biopac EMG (Sci 223)
Nov 2-8	Video: <i>Unrest</i>		Discussion of <i>Unrest</i> Grant Proposal: Intro and Revised Methods
Nov 9-15	Lyme Disease and Mitochondrial Disorders Assignment: Medical PTSD and How It Can Be Avoided		Discussion with Chronic Illness Patients
Nov 16-22	Chronic Illness and Suicide Risk Case Study on Chronic Illness due		Book: <i>My Imaginary Illness</i> by Chloe Adkins Reading Quiz due
Nov 23-29	Exam 3		Happy Thanksgiving!

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Unit 4: Remote Work to Finish Strong

Nov 30-Dec 6	Video Summaries Grant Proposal: Peer Review due	Grant Proposal: Final Draft Due
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GRADING:

3 Midterm exams - 50 points each
3 Biopac data sheets – 10 points each
3 Reading Quizzes ~ 15 points each
Moodle case study background – 10 points
3 Moodle case studies – 20 points each
Medical PTSD Flipgrid video – 10 points
Grant proposal: Topic, keywords, thesis – 10 points
Grant proposal: Methods draft – 20 points
Grant proposal: Intro and revised methods – 20 points
Grant proposal: Peer review – 15 points
Grant proposal: Final draft – 50 points

Final Grade Assignment

A = 93-100%
A- = 90-92.9%
B+ = 87-89.9%
B = 83-86.9%
B- = 80-82.9%
Same pattern for
C in 70s
D in 60s
F = 59.9% or below

Upon completion of this course, students should be able to:

Describe the physiological underpinnings of a variety of chronic illnesses

Assessed primarily via:

Exams

Communicate effectively about chronic illness and the healthcare system

Case study
Grant proposal
Oral presentation

Convey the impact of chronic illness on the individual and those around them

Case studies
Video summaries
Interaction with patients

This course supports the General Education Learning Outcome for Natural Sciences with Lab (B).

There are many facets to chronic illness – physiological (what is happening in the body), psychological (how does the person feel?), financial (healthcare, testing, and medications), getting an accurate diagnosis and then proper treatment. We will examine these issues through the lens of quality of life for both the chronically ill patient and their family.

General policies for this course

- All assignments should be identified by your student identification number rather than your name to preserve the instructor's fairness in grading.
- Any assignment that is not turned in when asked for in class/lab will be considered late and

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lose 10% of the total points per day until it is in my hand. Weekends are counted in this loss of points! A paper turned in Friday night will lose points until the following Monday morning.

- Please talk with me if you need to miss an exam or lab day **PRIOR** to that class/lab period. In the case of an emergency, you need to leave a message for me **PRIOR** to the exam administration either by phone or email.
 - Athletes who have to miss the examination period because they have already departed for a game are required to take the examination **prior** to the scheduled period.
 - Students with unexcused absences from the exam period (e.g. travel plans, no contact with me prior to missing exam) will lose 5 points for every day that the exam is not taken (in the case of travel plans, regardless of whether the exam is taken early or late).
 - 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.
- Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing and vision neurological, or temporary medical conditions, etc.) please contact Accessibility Services immediately at 937-327-7870 so that we can privately discuss options. To establish reasonable accommodations, you must register with Accessibility Services. 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.
- **Plagiarism, whether accidental or intentional, will not be tolerated in this class.** Internal citation (Pederson, 2020) 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 translate 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.**

Wittenberg University - Code of Academic Integrity

Wittenberg University is dedicated to the pursuit of knowledge and truth. At the heart of our search for knowledge is personal honesty, an honesty that makes possible an open and vibrant exchange of ideas. True community and academic excellence thrive at Wittenberg through honesty, trust, and mutual respect. It is the aim of this Code of Academic Integrity to foster an

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atmosphere in which each individual can reach their fullest potential as students and teachers and, ultimately as human beings. The Code of Academic Integrity can be found in its entirety at the following web address: <http://www4.wittenberg.edu/academicintegrity/>. Consult either the code or me if you have any questions concerning the code.

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.*"

Midterm Exams

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.

Journaling a case study of a chronic illness (minimum 1,000 words per entry)

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.

Grant Proposal (5-6 pages, double spaced)

This is your opportunity to explore a chronic illness in more depth. Using the scientific literature or other refereed journals, develop a thesis and a research project that could be run relative to chronic illness or the healthcare system.

Laboratories

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.

I sincerely hope that you enjoy this class, and that we can work together to learn more about chronic illness and the healthcare system!