



DEPAUL UNIVERSITY – The School for New Learning (SNL)

SW 369 – Chronic Illness: When Something is Always Wrong

Spring 2009 ♦ O'Hare Campus ♦ 6:30-9:30
Wednesdays, 4/1/2009-6/10/2009

Facilitator: **Jennifer K. Holtz, Ph.D. (Jennifer)**
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Dr. Holtz is a member of SNL's Resident Faculty. Her areas of interest include the actual act of research and characteristics of researchers; medical and research ethics and how creativity affects both teaching and learning in the sciences. Before joining DePaul's faculty, she conducted clinical and medical education research, and taught research methods and research ethics; since joining DePaul, she has authored the SNL Online courses "Creative Brain," "Everyday Biomedical Ethics," "Chauvinism and the Quest for Science" and "Design of the Fittest," and offered the campus-based courses "Women of Science" and "Chronic Illness." Dr. Holtz has served on numerous research and curriculum committees at both the DePaul and SNL levels, and has published extensively in the clinical sciences, clinical education, and in distance learning and assessment in the sciences, including her 2008 book, "Online Science Learning: Best Practices and Technologies," with Dr. Kevin Downing.

Course Description:

Students select a chronic illness on which to focus as the course progresses through basic anatomy and physiology and psychosocial aspects of chronic illness. Both individual illnesses and the social reality of being ill are addressed. The final product of the course is a portfolio consisting of an autobiography, reflective activities and components of individual investigation. Competences: H-3-F, S-1-B, S-2-A, S-3-B

Learning Outcomes:

All students will complete a sequence of assignments that establish a basis for both content and reflective development. Depending on the competence(s) for which students enroll, one or two of the following are to be incorporated into the final project. The default assignment is a written paper, although students are encouraged to consider other possibilities and negotiate alternatives with the instructor.

S-1-B: Can use public or private institutions as resources for learning science

Students opting for S-1-B will include in their final project evidence of having used public or private institutions as resources for exploring the biological/physiological basis of their selected focus illness.

S-2-A: Can describe, differentiate and explain form, function and variation within biological systems

Students opting for S-2-A will include in their final project sections clearly describing both 1) normal form and function and 2) abnormal form and function of the primary organ(s) of their selected focus illness.

S-3-B: Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

Students opting for S-3-B will include in their final project sections clearly describing 1) change in diagnostic and treatment standards since 1950 and 2) what a new patient should expect from a clinician addressing their selected focus illness.

H-3-F: Can understand the interrelationships among intellectual, psychological, spiritual, and physical health in one's own life.

Students opting for H-3-F will include in their final project a section elaborating on the autobiography, exploring intellectual, psychological, spiritual, and physical resources available to them in handling chronic illness.

Learning Strategies:

Structured largely as a seminar, class meetings are designed around activities including, but not limited to: interactive discussion, individual inquiry leading to presentations, readings and written work. Students are to provide constructive feedback to each other's work.

Text and Resources:

1. Anatomy Coloring Workbook. 2nd Ed. (2003). New York: Princeton Review; ISBN 978-0375763427
2. Kleinman, Arthur. (1989). The Illness Narratives: Suffering, Healing and the Human Condition. New York: Basic Books. ISBN 978-0465032044
3. E-Reserve articles

Attendance:

Interaction is a substantial portion of the grade structure of this course, so absences—while recognized as occasionally unavoidable—are discouraged. Each participant is expected to prepare appropriately for each session and engage in discussions.

Course Map*:

DATE	COURSE ACTIVITY	ASSIGNMENT DUE
4/1	<ul style="list-style-type: none"> • Introductions • Course structure • Select personal focus 	
4/8	<ul style="list-style-type: none"> • Biomedical terminology • Kleinman, Chapters 1, 2 and 10 • Discussion: What does it mean to be ill? • Assign Princeton chapters 	<ul style="list-style-type: none"> • Bring terminology of personal interest • Autobiography • What's New to You?
4/15	<ul style="list-style-type: none"> • Anatomy and Physiology • Princeton, Chapters to be assigned 	<ul style="list-style-type: none"> • What's New to You?
4/22	<ul style="list-style-type: none"> • Kleinman, Chapters 8 and 11 • Discussion: Balancing illness and life • College Bowl Competition: Anatomy & Physiology 	<ul style="list-style-type: none"> • What's New to You? • Annotated bibliography draft
4/29	<ul style="list-style-type: none"> • Kleinman, Chapters 3, 4 and 5 • Discussion: Pain 	<ul style="list-style-type: none"> • What's New to You? • Final paper draft
5/6	<ul style="list-style-type: none"> • Kleinman, Chapters 7 and 14 • E-Reserve articles • Discussion: Patient and physician 	<ul style="list-style-type: none"> • What's New to You?
5/13	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • What's New to You?
5/20	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • What's New to You?
5/27	<ul style="list-style-type: none"> • Guest speaker: Lynn Royster, J.D., Ph.D., SNL Chronic Illness Initiative Advisor 	<ul style="list-style-type: none"> • What's New to You?
6/3	<ul style="list-style-type: none"> • Student Presentations 	<ul style="list-style-type: none"> • Submit finished portfolio

**subject to change, per class needs*

Assignments:

ASSIGNMENT AND ASSESSMENT CRITERIA		POINTS
Discussion & interaction	Contributes to class discussion Demonstrates preparation for class	30
Chronic illness autobiography	Addresses each key question: 1. How did/does/will chronic illness affect your life? 2. How prepared are you to handle chronic illness in your life? 3. What do you want to learn in this course? Follows guidelines for appropriate college writing	15
Annotated bibliography draft	Contains at least 5 fully documented resources Follows guidelines for appropriate college writing	10
Final paper draft	Each section is identified Evidence of progress within each section Follows guidelines for appropriate college writing	15
What's New to You?	Demonstrates preparation for individual classes Summary of all submissions within final portfolio Follows guidelines for appropriate college writing	50
Autobiography addendum	Review of, and reflection on, each key question Follows guidelines for appropriate college writing	10
10-reference annotated bibliography	Contains 10 fully documented resources Each resource is referenced within the final paper Follows guidelines for appropriate college writing	20
Presentation	Follows guidelines developed in class	15
Final paper	Each section is identified Each competence is addressed in a separate section Follows guidelines for appropriate college writing	25
Portfolio	Portfolio is organized per guidelines	10
TOTAL		200

Assessment:

A = 190-200 pts	A- = 182-189 pts	B+ = 176-181 pts
B = 170-175 pts	B- = 162-169 pts	C+ = 154-161 pts
C = 146-153 pts	C- = 138-145 pts	D+ = 130-137 pts
D = 121-129 pts	F = 120 or fewer pts	IN

IN – A grade of incomplete must be requested by the learner *prior to the November 1 session*.

Incompletes are granted solely at the discretion of the facilitator, given unusual and special circumstances. Sufficient achievements at the time of the request (i.e., course work stands at the level of “C” work or better) *must be in evidence* for the student to request an IN grade.

A learning contract, stipulating the requirements and timeline for completion of work, will be negotiated in the case where the facilitator agrees to an Incomplete. Incomplete grades must be made up within the two terms following the term in which they were received or they automatically turn into “F” grades.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories:

cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to, the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, as with other forms of academic dishonesty, is always a serious matter. *Every paper* that you submit will be evaluated using TurnItIn® software. Per DePaul policy, if an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. ***In this course, students have one opportunity to correct plagiarized material; a second offense, on the same or another assignment, results in a failing grade.***

Actions taken by the facilitator do not preclude the college or the university from taking further punitive action, including dismissal from the university.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

The Writing Center

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272
- For more information, visit: <http://www.depaul.edu/writing/>

Protection of Human Research Participants

This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. *You are not legally, morally or otherwise required to tell me of your disability, but if I do not know, I cannot help.*

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.