

The Chronic Illness Experience

Course Syllabus

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Course Description

Through readings, observation and analysis, interviews, and reflection, students examine the internal experience of chronic illness as well as the challenges patients with chronic illness face in the workplace, the community, and within institutional health care settings. Students are asked to examine ethical issues involving class, socioeconomics, and social justice as they pertain to biological understanding of chronic illness, and are also asked to evaluate organizational and community responses to chronic illness in an effort to promote respect and tolerance for patients with chronic illness.

Course Learning Goals

After completing this course, depending upon competence, you will be able to:

- Describe the personal, economic, social, and political effects of chronic illness.
- List several ways in which chronic illness is a power issue.
- Describe several inequities experienced by a patient with chronic illness.
- List ways in which the health care system interacts with people with chronic illness.
- Identify biological and socio-cultural factors that contribute to a definition of health.
- Articulate criteria for assessing health-care practices and the health care system.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
H4	Can analyze power relations among racial, social, cultural, or economic groups in the United States
H2B	Can use public or private institutions as resources for understanding a social issue
FX	Can demonstrate a sensitivity to and respect for human difference

How the Competences Will Be Demonstrated in this Course

Student will demonstrate competence by participating in weekly discussion forums (responding to readings and to other students' comments), writing reflections on their course, and writing a paper that, depending upon competence, (H4) explores the imbalance of power and cultural and class inequalities should be addressed within a chosen organization/community; (H2B) analyzes a selected institution/organization with regard to policies and practices around members with chronic illness. (FX) develops a case study of a person with illness; (S3B) develops a case study of a particular disease, which includes an analysis of relevant biological and psychosocial factors.

Course Resources (not all are required; many are articles)

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Brownlee, Shannon. *Overtreated: Why Too Much Medicine Is Making Us Sicker and Poorer*. New York: Bloomsbury, 2008.

Edwards, Laurie. *Life Disrupted: Getting Real About Chronic Illness in Your Twenties and Thirties*. New York: Walker, 2008.

Botkin, Jeffrey R. "The Seductive Beauty of Physiology." *A Life in Medicine: A Literary Anthology*. New York: Norton, 2002. 94-100.

Beatty, J. E. & Joffe, R. (2006). An overlooked dimension of diversity: The career effects of chronic illness. *Organizational Dynamics*, 35 (2), 182-195.

Fadiman, Anne. "The Spirit Catches You and You Fall Down." *A Life in Medicine: A Literary Anthology*. New York: Norton, 2002. 286-295.

Hilfiker, David. "Not All of Us Are Saints." *A Life in Medicine: A Literary Anthology*. New York: Norton, 2002. 243-254.

Hoffman, Diane E. and Anita J. Tarzian. "The Girl Who Cried Pain: A Bias Against Women in the Treatment of Pain." *Journal of Law, Medicine, and Ethics* 29 (2001): 13-27.

Sidwell, Nancy. "Adult Adjustment to Chronic Illness: A Review of the Literature." *Health and Social Work* 22.1 (1997).

Jung, Karen E. "Chronic Illness and Academic Accommodation: Meeting Disabled Students' "unique needs" and Preserving the Institutional Order of the University." *Journal of Sociology and Social Welfare* Volume 30, Number 1, March, 2003,

Nielsen, Birgit. "The Heart of the Labyrinth." *Are We Feeling Better Yet? Women Speak About Health Care in America*. St. Louis: Penultimate Press, 2008. 67-77.

Royster, Lynn. "The Man Behind the Framework." *The CFIDS Chronicle*, Fall 2007. 24-26.

Sidwell, Nancy. "Adult Adjustment to Chronic Illness: A Review of the Literature." *Health and Social Work* 22.1 (1997).

Selections from:

Partnership to Fight Chronic Disease. Almanac of Chronic Disease, 2008 Edition.

http://fightchronicdisease.org/pdfs/PFCDAmanac_Final2.pdf

YouTube video, Johnson & Johnson Health Channel/patient experiences:
<http://www.youtube.com/user/JNJhealth>

Portions of Frontline's Age of AIDS documentary:

Part One: Sections 1, 2, 4

Part Two: Sections 2, 4, 7

<http://www.pbs.org/wgbh/pages/frontline/aids/view>

The Fennell Four Phase Treatment (FFPT)TM approach to assessment and treatment for chronic syndromes and trauma, a one page summary

<http://patriciafennell.com/fourphasemodel.htm>

Under Our Skin: The Physiology of Lyme and Politics (a DVD that can be purchased if desired)

Innerstate <http://www.myinnerstate.com/myinnerstate/index.html> (definitely not required – please note that you are required to provide detailed personal info that Johnson and Johnson may use.)

Lost Voices from a Hidden Illness: (an expensive book on ME available free from the instructor for a prepaid (\$5.50) self addressed 9" x 12" mailing envelope). Note that the book is an odd size and needs a 9x12 envelope, not 8 1/2 x 11.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a “Pass” represents a grade of “A” for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Course Structure

This course consists of ten modules. The estimated time to complete each module is one week.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

Students are assessed based on a.) their participation in the discussion forums (responses to readings and media, responses to other students), b.) a paper that explores issues related to their competence, c.) feedback to other students d) their final reflections.

Percentage distribution of Assessments

Discussions: 40% (4 points per week)

Peer Feedback: 8%

Paper: 42%

Final reflections: 10%

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria for your Final Paper or Project by Competence

Each competence paper will be submitted in four separate sections and then all together as one paper at the end of the course. The first four section submissions will be assessed on content and organization. The final paper must be well organized, grammatically correct, correctly spelled, with citations as necessary. Content will be assessed in terms of the following:

- a. Does the paper describe all necessary aspects of the subject matter (e.g. disease, organization, issues, practicalities) in sufficient detail that it is obvious that the student has a full grasp of the topic?
- b. Does the paper recognize and describe in detail all significant issues related to the topic of choice (e.g. does it deal with relevant disability policies and practices, treatment options, biological understandings, impact of the health care system, etc.)
- c. Does the writer acknowledge multiple points of view with regard to the subject matter?
- d. Is the writer able to make reasonable suggestions for change around the issues noted in the paper?

General Assessment Criteria for All Writing Assignments

All writing is expected to be well organized, grammatically correct, correctly spelled, with citations as necessary. All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

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.

Quick Links:

- To schedule Real-time conversations with IM and/or webcam:
<http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email:
<http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit:
<http://condor.depaul.edu/writing/>

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Online Discussion

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up two discussion boards. These two discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. Your instructor will add additional discussion boards as you move through the modules.

Assessment Criteria for Online Discussion Participation

Your contributions to the required conferences will be graded on whether you:

- Clearly and consistently link what you are learning in the course to your real life experiences.
- Contribute to the online discussions in a collegial fashion, beginning your contributions by addressing your peers, maintaining a kind and collegial tone, and closing with your signature.
- Contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- Demonstrate good "listening" skills and active inquiry skills. This means that you are open to the ideas of others and you offer constructive responses, whether in the form of questions or statements. You might provide your own experiences, challenge ideas of others, or expand an idea further.
- Connect to the course on a regular basis. This is not an independent study course, but a paced online group learning experience. Six to eleven hours per week of your time should be spent on the course.
- Post your response to the discussion in the first part of the week. In the second part of the week, post comments to the other students' entries. Responses should be at least three sentences in length and extend an idea raised in the original posting, pose a question, or develop a new (related) idea.

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Policies

Academic Integrity

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, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the

quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Laurie Edwards and Lynn Royster and staff at SNL Online of the School for New Learning of DePaul University.

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