

## **Learning Community: LA&S 101: Health, Illness, and Healing**

### **Wednesday, 4:00-6:00 PM Fall 2006**

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The purpose of this Learning Community is to introduce students who aspire to work in the fields of health care to some of the concepts and issues they will encounter and some of the skills they will need, as well as to prepare them for their future academic course work. The three core courses required for this Learning Community are one science course, HWC 300 American Medicine in the 21<sup>st</sup> Century, and LA&S 101 Health, Illness and Healing.

The academic content of our LA&S 101 seminar is organized around the readings for HWC 300 American Medicine in the 21<sup>st</sup> Century. The assignments for our seminar are designed to help students comprehend the content of the assigned readings and to gain (or sharpen) the following more general academic skills:

- how to identify the thesis of a book or article
- how to identify the basic concepts of a book or article
- how to critically evaluate a book or article
- how to identify and evaluate a particular worldview
- how to distinguish between primary and secondary texts
- how to evaluate sources
- how to formulate one's own research project
- how to formulate one's own thesis
- how to organize one's own research
- how to organize, write, and present the results of one's research

Through a preparatory discussion of the assigned readings, students will be prepared to participate in the discussions of HWC 300, as well as to think critically about the issues and questions that will face them as they undertake a career in health care, such as:

- What does it mean to be a professional?
- What does authority mean and how should it be exercised?
- Who should make health care decisions?
- What are the direct and indirect prices of those decisions?
- How do health care professionals and their clients (patients) differ in their experiences of illness?
- How do the worldviews of health care professionals and their clients (patients) differ?
- What is the nature of contemporary health care in the United States?
- What are the social forces at work in American Society that have shaped the nature of contemporary health care?

## **REQUIREMENTS:**

### **1. Email address, attendance and participation in class discussions**

**Email.** Students are required to have an email address registered with the University and accessible on Blackboard. This course, as well as HWC 300, makes extensive use of Blackboard, and both instructors must be able to email students through blackboard. Students who do not comply with this requirement (and whose Blackboard email reads “bogusblackboard”) may be administratively dropped from this course. Students are responsible for the information contained in all communications done through Blackboard’s email function, and are admonished to check the email accounts they have registered with the University on a regular basis and to keep them under the required byte limit.

**Attendance.** Classroom attendance is important not only for facilitating the comprehension of course content but for the development and demonstration of essential social skills. The following skills are measured by a student’s presence and demeanor in the classroom, and an evaluation of these skills is routinely required on recommendation forms for scholarships, study abroad, admission to graduate programs, and employment:

- ◆ punctuality
- ◆ attentiveness
- ◆ reliability
- ◆ initiative and discipline
- ◆ willingness and ability to follow directions and abide by stated policies
- ◆ completion of work in a timely manner
- ◆ ability to work well with and respect others

Accordingly, **attendance is required to pass this course.** To be counted as present and receive full points, a student must arrive on time and not leave early. Respect for others is shown by (1) picking up all litter (e.g., newspapers and empty bottles left by previous classes) before class begins and not littering as one leaves; (2) turning off cell phones; (3) not consuming noisy foods; (4) not reading newspapers, magazines, or working puzzles; (5) not doing homework or studying for an exam in another class; (6) showing respect for the questions and opinions of others. The instructor reserves the right to ask a student to leave the classroom for behavior deemed disruptive, and to have a student demonstrating a pattern of behavior deemed disruptive administratively removed from the course. There are **no excused or unexcused absences** in this course; students make their own decisions about what constitutes a sound reason for an absence.

**Class discussions.** Students are expected to be prepared for and actively participate in class discussions. Students should bring their copy of Starr’s *The Social Transformation of American Medicine* to class each week, along with copies of any other

assigned readings, or notes on research projects or assignments as specified on the schedule.

**2. Discussion Board.** Each week a forum is posted on Blackboard with study questions based on the assigned readings. Students must post a well-written paragraph response to one of the study questions.

**3. Participation in three outside activities.** The Learning Community requires that students participate in three outside activities (lectures, movies, group events).

**4. Class projects.** A variety of class projects have been formulated to reinforce the ideas and concepts presented in the assigned readings.

#### **Schedule:**

##### **August 17: HWC 300 Introduction**

*Buchan, William. Domestic Medicine, 1788*

*Rush, Benjamin. Observations on the Duties of a Physician...1805”*

*Bigelow, Jacob. Nature in Disease,” 1835*

*Shyroock, Richard H. “Sylvester Graham and the Popular Health Movement, 1830-70)”*

##### **August 23:** Starr, Introduction (3-29), Book I, Chapters 1-2 (30-78)

*Hahnemann, Samuel. Organon of Medicine, 1818*

*Young, James H. Toadstool Millionaires, “A Microbe is a Microbe,” 1961*

*New York Times (2/3/1006), “When Trust in Doctors Erodes...”*

**Students should bring to class a copy of their course schedule and the syllabi they have received, and be prepared to put together a master calendar of major written assignments and examinations.**

##### **Class Project: A Medical History of Lawrence, 1960-2000**

Formulating the questions.

##### **August 30:** Starr, Book I, Chapter 3 (79-144)

*Jacobson v. Massachusetts (Individual Rights versus Public Health)*

*Robbins, Anthony. Public Health and Medicine, 2002.*

*(Current Vaccine Issues)*

##### **Class Project: A Medical History of Lawrence, 1960-2000**

Deciding on primary and secondary sources. Organizing the work, establishing deadlines.

##### **September 6:** Starr, Book I, Chapters 4-5 (145-198)

##### **September 13:** Starr, Book I, Chapter 6 (198-234)

**September 20:** Starr, Book 2, Chapters 1-2 (235-334)

**September 27:** Starr, Book 2, Chapters 4-5 (335-420)

**October 4:** Starr, Book 2, Chapter 6 (420-449)

**October 10:** *HWC 300 American Medicine in the 21<sup>st</sup> Century Midterm*

**October 11:** Fall Break

**October 18:** Starr, Introduction (3-29)

**October 25:**

**November 1:** Bodenheimer, Thomas. "High and Rising Health Care Costs," 2005

**Class Project: A Medical History of Lawrence, 1960-2000**

Reports on research, organizing the history, assigning sections to write and illustrate.

**November 8:**

**November 15:** Debakey, Michael. "The Role of Government in Health Care," 2006.

**Class Project: A Medical History of Lawrence, 1960-2000**

Revising the drafts, doing the final report.

**November 22:** Thanksgiving Break, no class. Have a great holiday!

**November 29:**

Preparing our posters for the Learning Community Poster Session

**(December 6):** *Learning Community Poster Session*

**To be placed in the schedule:**

**Assignment to be completed for \_\_\_\_\_ : Self-Help and Alternative Medicine in Lawrence:**

Before class on \_\_\_\_\_, students must visit the Borders Book Store in downtown Lawrence. Browse the sections devoted to health, illness, and healing. Take note of titles and authors, and be prepared to discuss in class the following questions:

1. In terms of allopathic medicine, what kinds of self-help books are present on the Borders shelves? Are there leading authors (e.g., represented by more than one book)?

2. What types of alternative medicine are represented by books? Are there leading authors here?

3. What picture of contemporary allopathic medicine and its alternatives does one get simply from seeing the books offered for sale at a national bookstore chain? How do you think this chain influences the delivery of contemporary medicine?

**Medicine on the internet.**

For this class session, we will meet in the computer lab in \_\_\_\_\_, in order to explore in common how the internet can affect the delivery of contemporary medicine. Before class, each student should explore the internet and find a site that, for him or her, illustrates a way in which their delivery of health care would be changed by a client (patient) had access to that site.