

SYLLABUS

THE UNIVERSITY OF TEXAS AT TYLER (UTT)
DEPARTMENT OF HEALTH AND KINESIOLOGY

ALHS 5336.360 Exploring Disease and Disability through Literature & Art

Short Summer (Maymester): May 10th – 28th 2021

Instructor: Dr. Cheryl Cooper PhD MSN RN

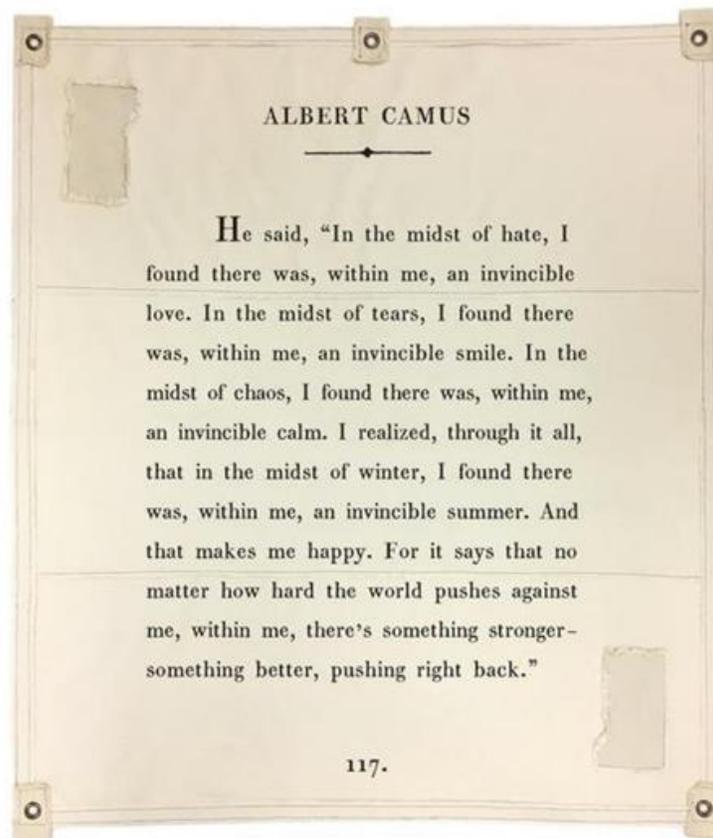
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Office Hours by appointment

Class Meeting Times: virtual



Course Description

In this course, students will examine selected literature and art, centered on disease, disability and the related pain and suffering. Through novels, short stories, essays, and visual imagery including paintings, photographs and films, students will examine the ways doctors and other healers, patients, and societies grapple with the pain and suffering associated with illness and disease. Ideally, students will discover how narratives and art might help us to make sense of our own lives and the lives of others in times of crisis. Many of the learning assignments will question some fundamental preconceptions, stimulating students to re-conceptualize their notions of normality/disability, health/disease, and life/death.

Class Schedule

This course is considered to be equivalent in terms of time and commitment, to a 3-semester hour graduate level course offered during a regular semester. Students will be involved in completing the assignments and preparing written responses to readings, art, films and/or videos, and in on-line discussions with other enrolled students..

COURSE REQUIREMENTS

- Internet access and enrollment in Canvas
- Timely completion of assignments
- Active engagement in on- line learning activities

EVALUATION

Letter grade-percentage transposition:

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: below 60%

Grading Plan:

Component	
Responses	8-12 written responses (80% of grade)
Participation	20% of grade
TOTAL	100 %

STUDENT LEARNING OBJECTIVES (SLOs)

Patient Perspectives: Responses to Disease, Pain and Suffering.

SLO # 1 After completing the relevant assignments students will be able to discuss the perspectives of the patients in terms of how they respond to illness or disability. In particular,

students will be able to discuss the ways in which differences categorized as “not normal” might result in rejection or marginalization.

Perspectives of Healers: Responses to Disease, Pain and Suffering.

SLO # 2: After completing relevant assignments, students will be able to discuss the perspectives of health care providers (physicians, nurses and others) about their profession, their beliefs about illness and disease, and about the responsibility they associate with their professional roles.

Societal Perspectives: Responses to Disease, Pain and Suffering.

SLO # 3 After completing the relevant assignments, students will be able to discuss societal level responses to mass suffering brought about by epidemics or natural disasters.

UTT POLICIES

Americans with Disabilities Act (ADA):

The ADA is a federal anti-discrimination law that provides comprehensive civil rights protection to individuals with disabilities. Among other things, this statute requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Academic Dishonesty:

At The University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Student and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that the student maintains a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

“*Cheating*” includes:

1. Copying from the paper of another student, engaging in written, oral, or any other means of communication with another student, or giving aid to or seeding aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an unadministered examination or work assignment.

“Plagiarism” includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

“Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Grading Appeal Procedure

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student’s performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form, which may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of grade assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor’s rationale for the grade given and the student’s basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation.

If the appeal is to be considered by the Vice President for Academic Affairs, a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student.

The office of the president is the final step in the appeal process at The University of Texas at Tyler.

Grade Replacement

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grape point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)