



SYLLABUS: HLTH 3392.02 Spring 2018 Writing Enhanced

Course Information

<i>Course:</i>	HLTH 3392.01 – Communication Skills for Health Educators
<i>Term:</i>	Spring 2018
<i>Meeting time:</i>	Thn 6 – 9 PM, CHSS Rm 242A
<i>Instructor:</i>	Daphne S Fulton, DrPH
<i>Telephone number:</i>	936-294-2668
<i>Text number:</i>	936-213-0513
<i>Email address:</i>	dsfulton@shsu.edu
<i>Office hours:</i>	T-TR 9:00 – 11: 00 or by appointment
<i>Office location:</i>	CHHS 452G

Course Description

This is a W (Writing Enhanced) course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Others may not receive a grade but are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. Because it is Writing Enhanced, you will be graded on spelling, grammar and format.

An exploration of different modalities of communicating health issues and information to audiences in different settings. Emphasis is given to listening, writing and speaking skills. Students will learn how to make effective presentations using computer applications to design print and visual aid materials. Prerequisites: HLTH 1360 and HLTH 1366.

RATIONALE: The effective health educator has to be able to facilitate, motivate, persuade and negotiate. All of these skills require effective modes of communication. The goal of this class is to give information to audiences in a variety of settings in addition to learning to do so in a comfortable and confident manner. It is also the goal of this course to assist students in the acquisition of hands-on experience applying some of these modalities. In addition, students will learn and define the meaning of Health Literacy as well as understanding the importance of this subject regarding health communications.

Prerequisites

Textbook and/or Resource Material

There is no required textbook for this course. There will be assigned readings throughout the semester. You will need to bring a sheet of paper to every class.

Course Objectives

Communication Skills for Health Educators Domains	Course Objectives <i>By the end of this course, you should be able to:</i>
<i>The Main Objective for this course is to be able to practically apply Health Communication Principles.</i>	
Social and Behavioral Sciences	<i>Support the need for effective communication</i>
Humanities, population health literacy	<i>Design and produce health education print materials</i>
Health Communication	<i>Identify modalities for communication</i>
Health Communication and Determinants of Health	<i>Interpret the interconnected communicative complexities related to health, health care, wellbeing and health literacy</i>
Health Policy, Law, Ethics, and Economics	<i>Describe the need for ethical practices in health communications and professionalism</i>

Course Topics, Readings, Assignments and Dates

Date	Topic	Other Content and Assignments
Jan 18	Syllabus and Introduction Introduction (What is communication)	Student Questionnaire due Talk about newsletter
Jan 25	Theory of Health Communication Message Design (Online Class) Communication and Health	Go out (or search the Internet) and collect blank patient forms that people have to complete. <i>Assign Reflection Paper:</i> Why is health communication important to health care providers?
Feb 1	Health Literacy – Definitions and Impact Health Literacy – assessment and interventions	Twitter Campaign due Step one of Tool
Feb 8	Health Literacy – Health messages/forms How to Make an Outline Culture and Health	Lab Class Reflection paper 1 due
Feb 15	Using Emotional Appeals in Health Messages & Integrative Model of Behavioral Prediction Newsletters and Abstracts	Assign Reflection Paper 2: What are some ways I can recognize and “deal” with people who have poor health literacy?
Feb 22	Ethics Ethics	Reflection Paper 2 Due Newsletter topic and brief outline due
Mar 1	Movie “The Doctor”	Abstract due Assign Reflection Paper 3: Why is ethics important to health communication?
Mar 8	Inoculation Messages for Health Campaigns The Internet and Commercials	Reflection Paper 3 Step 2 of Tool
Mar 22	Professionalism and communication skills (How to make others like you) Writing PSAs	Newsletter Rough Draft Due Poster Due
Mar 29	Motivational Interviewing & Provider-Patient Communication Mock patient interviews	Instagram Due PSA Due
Apr 5	“Patch Adams” – patient centered communication	Step 3 of Tool Extra Credit visit due
Apr 12	Social Marketing Creating and delivering presentations	Newsletter Due Exam due
Apr 19	Group work	
Apr 26	Group work	Extra Credit community service due
May 3	Presentations	

Grading

Newsletter	20 Pts	<i>A = 90-100%</i>
Newsletter Articles Rough Draft	5 Pts	<i>B = 80-89%</i>
Final Presentation & Tool	20 Pts	<i>C = 70-79%</i>
PSA	5 Pts	<i>D = 60-79%</i>
Instagram Project	5 Pts	<i>F = <60%</i>
Abstract	5 Pts	
Poster	5 Pts	
Reflection Paper3 (3@ 5 Pts each)	15 Pts	
Student Questionnaire	2.5 Pts	
Syllabus Quiz	2.5 Pts	
Twitter Campaign	5 pts	
Exam	10 Pts	
Total	100 Pts	

NEWSLETTER

The newsletter is a major part of your grade and you are to select an organization for which to write the newsletter. It must be 4 pages in length with multiple articles (short paragraphs) written about certain related health topics on each page. You can use a template or you can create your own in Word (that is what I do). Please get my approval for the topic for your newsletter before you start working on it. Submit a brief outlines of the articles you plan to include in your newsletter by **February 22 at 11:59 PM**. You will need to submit a rough draft of the articles you write and go to the writing center for draft revision by **March 22 at 11:59 PM**. You will need to go to the writing center for you to correct your language skills, to add interesting points you may not have considered, and make sure the document is properly formatted. The writing center will help you edit and make your product better and will send me a note confirming you visited the center. In addition, you will submit a copy of your draft and scan a copy of the writing center notes via Blackboard for me to make suggestions on editing your document.

The newsletter must be “copy” ready when you submit the final draft. Sometimes, when you post documents on Blackboard they lose their formatting integrity. You may have text boxes or columns and pictures where you do not want them. Because of this, **you must submit a hard copy to the instructor by April 12 at the beginning of class**. If you think you might get sick, or might have a family emergency or family member get sick, or might have car problems, or might have forgetfulness, or might be in court, or might have to see the dentist, or might have your recital that week, or might have printer problems, or might have to take your pet to the vet, or might your Wi-Fi might be down, or might have an electrical storm destroy the contents of your hard drive with your paper on it, or your dog may eat your homework, or you might break up with your significant other, or you might sleep through your alarm, then....turn it in early. I will take your project any time during the semester. To avoid problems related to newsletter completion (including technical problems) do not procrastinate the completion of assignments until the last minute. If a problem does arise, you must notify me no later than five days **before** the due date for that assignment for permission to accept it late. You may use any relevant accurate media when preparing this newsletter. **I will not accept a late newsletter. There will be no exceptions.**

PSA

The PSA is a 30 – 60 second commercial you will write for radio or TV. Please get instructor approval before completing this assignment. PSAs are to be created for health related topics or events. It should be typed and submitted via Blackboard. If you video this commercial for submission, then you will get an extra 5 points on your final grade (extra credit) and you can work in a group of 2-3. If you audio record this PSA, you can get an extra 3 points (extra credit) on your final grade. **This is due April 5 at 11:59 PM Blackboard time** and can be submitted via Blackboard or arrange to turn in a recording before 5:00 PM to the office.

ABSTRACT

An abstract is a condensed version of a journal article. The article should address one of the topics covered in this class. Articles should come from professional peer reviewed journals (2010 or later). The abstracts should be one typed page and **should be referenced in APA style**. If you are uncertain as to what APA referencing style, then visit the writing center or come to my office to see a copy of the manual. A visit to the University Writing Center at <http://www.shsu.edu/~wctr/> may be helpful. Summarize the content of the article and provide a personal reaction/ critique/perspective. Information on APA style format may be viewed at: (http://www.shsu.edu/~wctr/handouts/APA_references.pdf). **A Microsoft word copy of the document must be submitted by March 1 at 11:59 PM on Blackboard** in order to receive credit. **Late submissions and submissions without proper citation will not be graded.**

INSTAGRAM PROJECT

Each student will develop a 3 picture Instagram “mini” health campaign or message. You must choose an audience, create 3 images for Instagram, and write a paragraph about each picture explaining why you chose these pictures and what you expect to accomplish by using them. This must be submitted in Word format using the APA essay style. If you use images already produced on the Internet, you **MUST** get permission from the copyright to use them and **MUST** submit proof of permission along with referencing the website where you obtained them. **This is due March 29 by 11:59 PM via Blackboard.**

POSTER

The emergency room of a community hospital asked us to make posters to remind them of *vascular* Ehlers-Danlos syndrome – the signs and how to treat patients. There are examples of existing posters that only need to be updated under the Poster assignment tab. You are allowed to work in pairs to create your posters. They must be submitted on Blackboard so I can have a digital copy. Remember, they will be enlarged to hang so make sure your graphics do not lose integrity when enlarged. You may do the poster in pairs or by yourselves; you decide. Posters are **due March 22 at 11:59 Blackboard time. I will not accept late poster submissions.**

REFLECTION PAPERS

They should be at least 2 double spaced pages long and should include your thoughts on the subject and not what we covered in class. These are REFLECTION papers and you must think the topics through. The first reflection paper should answer the following question: "Why is health communication important to health professionals? What kind of difference does good communication make?" The first reflection paper is due **February 13 by 11:59 PM** and should be submitted via Blackboard. The second reflection paper is due **February 22 by 11:59 PM** and should answer the question, "What are some ways I can recognize and "deal" with poor health literacy? The third reflection paper is due **March 8 by 11:59 PM** and should answer the question, "Why are ethics important to health communication?" All reflection papers are to be typed (no hand written assignments will be accepted in this class), 12 point Times New Roman or Calibri font. You do NOT need an introduction or a conclusion. Just write down what you think about something. To avoid problems related to thought paper completion (including technical problems) do not procrastinate the completion of assignments until the last minute. If a problem does arise, you must notify me no later than five days **before** the due date for those assignments. **No reflection papers will be accepted after the due date and time. I will grade your reflection papers on the amount of thought you give to each topic. If you give a summary of what we cover in class, you will receive a low grade. If you think about the topic and have things to add/discuss/consider, then you will receive a high grade.**

TWITTER CAMPAIGN

Each student will submit 5 twitter messages designed to induce people to change to healthy behaviors. These will be typed up in a Microsoft Word document and headed: Tweet 1, Tweet 2, Tweet 3, Tweet 4, and Tweet 5. You must tell me your reasons for using these words, who your audience is, and how you expect these tweets to work. **These are due February 1 via Blackboard.**

STUDENT QUESTIONNAIRE

The student questionnaire lets me know who is in the class so I can best meet your needs. It is not necessary to answer the questions in complete sentences. Please attach a picture to this document or paste one into it. **This is due January 23 by 11:59 PM.**

SYLLABUS QUIZ

There will be a short quiz over the syllabus on Blackboard. **It will close January 25 at 11:59 PM.**

EXAM

You will have one exam in this class. It will consist of multiple choice, true-false, and matching questions. It will cover all of the material studied before the exam. The **exam will open in February and you have until April 12 at 11:59 PM to submit it. There will be no make-up exam.** The exam will cover everything we learned in class. You may use your notes to take the exam. You must take it all within one sitting; you cannot start the exam, stop it, and then return to it. The exam will automatically submit your work after 90 minutes.

FINAL PRESENTATION AND GROUP PROJECT

Using the information you learned from Ryan's Challenge, develop a tool (communication) a parent or patient can take when working with unfamiliar healthcare providers in an emergent situation.

This is a true story:

Ryan was visiting his great-grandmother in another city when he fell and bumped his head. Having *vascular* Ehlers-Danlos syndrome (vEDS), this resulted in a large gash at the top of his forehead and a large bruise. Ryan's parents had copies of his medical records and even had the cell phone number of his doctor. When they arrived at the emergency room, the father told the receptionist, "Our son has a bleeding disorder and needs to be seen immediately. He has *vascular* Ehlers-Danlos syndrome." The receptionist told them to have a seat and when the triage nurse finished with the current patient, he would see what the problem was. They sat there for over 5 minutes knowing that every moment was serious and he could have a serious brain-bleed. They approached the desk again and gave the receptionist a copy of the medical records and said, "He needs to be seen immediately!" Katie's uncle is an invasive cardiologist with privileges at that hospital. They called him (he was upstairs visiting his mother-in-law) and he came down to the ER. He walked straight to the back and within a few moments the triage nurse finally came out and took Katie, Kyle, and Ryan to the back. When the triage nurse sat down he said, "Now what seems to be the problem?" Frustrated and feeling like they had no voice, both parents started talking simultaneously and the triage nurse put his fingers in his ears and said, "I can't hear you when everyone is talking!" Katie gave the nurse the medical records and said, "He has *vascular* Ehlers-Danlos syndrome and he can have a serious bleed spontaneously and any bump can kill him." Taking his time inputting information into the computer, the nurse said, "I have no idea what that is. I never heard of it before." At that moment, Kyle said, "Those papers describe what he has and what his diagnosis is." The nurse grudgingly said, "You brought all of that with you? Well, come on back and we will see what the doctor says." Upon taking Ryan back, they were met by a nurse practitioner who walked in and said, "I never heard of this before can I see the papers?" Katie handed them to him and the RNP said, "Please give me a moment to look through all of this and we can see what we need to do." By this time, Katie was calling the vascular cardiologist at Texas Children's Hospital on her cell phone. It took a couple of tries to get through to her. Once she did make contact, Katie handed the phone to the nurse practitioner. This process took over 35 minutes.

Is there a better way to approach healthcare providers in strange emergency rooms and let the providers know this is truly an emergency? What types of tools could you develop that would expedite the encounter with a receptionist who is tired of seeing people come in to get drugs, a triage nurse that has no idea what vEDS is, and a physician? Remember, their medical records had the genomic information, his diagnosis and the past medical visits he had at Texas Children's Hospital. Unless they are trained in genetics, most healthcare providers do not understand seeing a genetic map and have no idea what rare orphan diseases are.

You can use any type of media that you deem necessary.

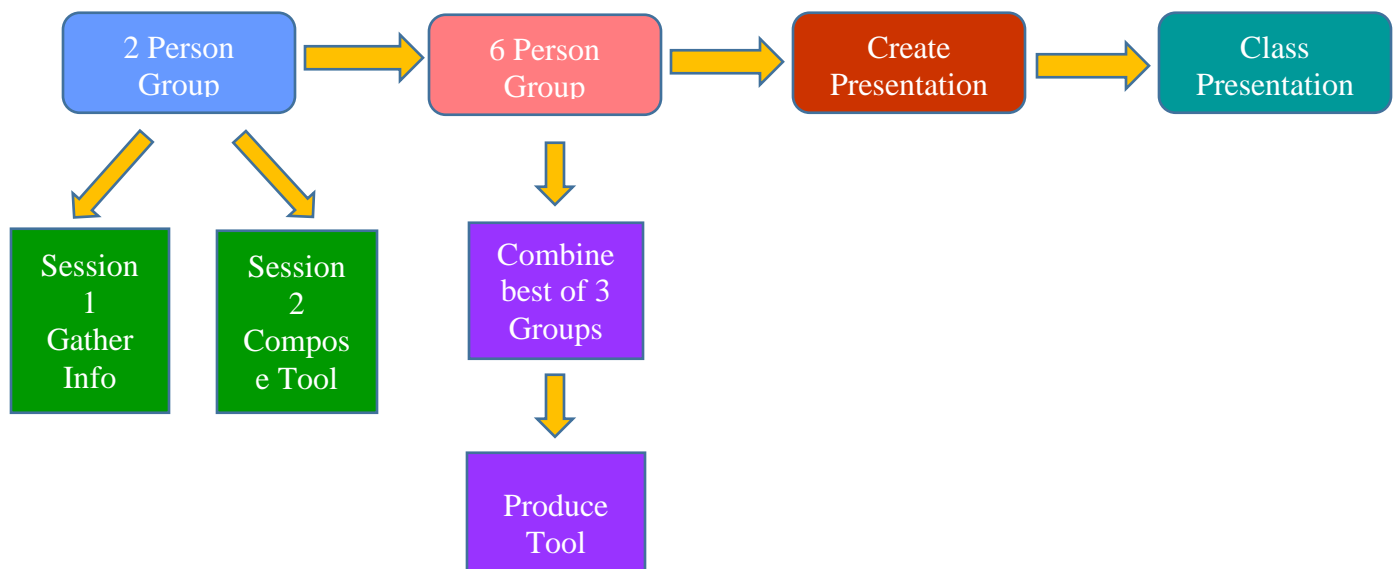
Assignment

Your job is to create a tool for people with vEDS to give to healthcare providers when an emergency situation occurs. Here are the specifics of the assignment:

- There are three audiences you need to reach: the receptionist, the triage nurse, and the MD/DO/PA/RNP.
- What are key pieces of information do you want them to hear?
- How will you word the information or what graphics will you use to get your audience's attention?
- How will this be presented to encourage the ER staff to read it or follow the treatment plan outlined on your tool? For the treatment plan you can use the example that is posted on Blackboard.
- You must include the cell phone number of the vascular cardiologist and the main number for Texas Children's Hospital cardiology unit. You can make these up.
- You must include information relevant to the etiology of vEDS. Besides the information you get in class, you can find information online at the NIH. You may want to include an Internet link from a reliable source discussing vEDS.
- This tool must be easily accessible for vEDS patients and/or parents to use; it must be compact and easy to carry.
- The final copy must look professionally designed.

This project will be carried out in four stages.

1. You will design a tool in groups of two.
2. We will then combine three groups together and the six of you will develop a tool using pieces of the tools you developed in stage 1.
3. The six of you will then develop a presentation and produce the final product.
4. You will present the presentation to the rest of your class.



FINAL PRESENTATION GUIDELINES

This is to be a professional persuasive presentation (see your notes on presentations and dress appropriately) and your audience will be emergency room staff. You must present the tool you created and must cover the following:

- Why the tool was developed,
- How the tool can be use, and
- Why they should adopt this tool for their vEDS patients.

Your time limit for this presentation is 7 minutes from the time you start to set up until the time you finish. You must use Power Point slides and the tool itself. Each person in the group **MUST** participate in the presentation delivery; every person in the group must present at least one slide if not more. You will have the opportunity to grade everyone in your group on their participation and presentation skills. These are group presentations and everyone should be prepared to present on either day. The presentation will **occur on May 1 and May 3**. A copy of the Power Point slides should be submitted via **Blackboard by 12:30 PM May 3, 2017**.

Grading: The project will be graded on the tool you developed and on the presentation. In order to receive credit for this project, all students **must be present both days**.

CLASS PARTICIPATION & ATTENDANCE

You are graded every time the class meets on participation. This includes discussions, questions, and following classroom rules. If you do not follow class rules, then you will NOT receive participation points. There is a NO CELL PHONE USE policy in this class. If I see a cell phone, then you will automatically lose participation and attendance points because you are not participating and not attending to the class. If you are tardy, you will be marked absent from the class for that day.

At the beginning of each class you are to take out a piece of paper and put your name on it. During class, write a couple of thoughts you have about the class or ask any questions that you may have concerning the material covered. I will take these up after every class and this is how I will keep attendance. If you are caught turning in a paper for someone else, you will have to speak with the DEAN of Students because this is academic dishonesty. Failure to turn in your ticket out of class during that class day will be counted as an absence. If you are caught signing in someone else, you will receive an absence for that day. Absences will affect your final grade in the following manner:

- | | |
|--------------|----------------------------------|
| ○ 3 absences | reduction of one letter grade |
| ○ 4 absences | reduction of two letter grades |
| ○ 5 absences | reduction of three letter grades |
| ○ 6 absences | failure of the course |

COURSE ASSIGNMENT CRITERIA

Except for the Newsletter and the Tool, **all assignments to be submitted via Blackboard by 11:59 PM Blackboard time** on the specified dates. **No late assignments will be accepted**. All assignments **except** for the **Tool and Newsletter** will be submitted via Blackboard under the

Assignments. Each page of the assignment must have the students name in the upper left hand corner and unless stated otherwise, they must be in **Microsoft Word** using 12 point font (either Arial, Calibri, or Times New Roman). Reflection papers and paragraphs must be written in APA essay format. This includes font size, margins, line spacing and referencing. No other formats will be accepted. If you do not have Microsoft Word on your computer, it is on all of the SHSU computers and SHSU provides Office 365 free of charge to you on your own computer as long as you are a student here. There are many applications that my university computer cannot open. If you submit an assignment in one of those formats, you will not receive credit for it. Please use Microsoft Word. Late assignments will only be **accepted with prior approval** of the instructor **even if** the student is absent that day from class. **I do not accept late work.** If you think you might get sick, or can't find a dog sitter, or have to go to court, or pick up your long lost brother at the airport, or spill a Red Bull on your computer, or cannot collect your thoughts, or have a bad breakup, or miss dinner, or your car might break down, or you might have a flat tire, or any other excuses, then TURN YOUR WORK IN EARLY. I will accept any assignment any time before the due date. If an assignment seems unclear, it is YOUR responsibility to talk to the instructor early. Do not wait until the last minute to contact the instructor. Questions about the assignment will NOT be accepted on the due date. If you will come to my office the week before the assignment is due, I will gladly go over what you have and help you make your product better. No Extra Credit will be given for this class except for one point for coming by the office and visiting me and one point for getting a flu shot when they are offered on campus or when you get an immunization from somewhere else. You can take a selfie of your flu shot Band-Aid and submit it with the receipt you will get from the Student Health Center.

If you desire academic accommodation for a documented disability, contact the instructor ASAP so arrangement can be made.

You will have two opportunities to get **extra credit** in this course. You can get one point for visiting with my in my office. This must be done by **April 12** and you must submit a written summary of it on Blackboard. You can also earn one point by doing five hours of volunteer work with a nonprofit or community service organization. This must be completed by **April 26** with a written summary of it submitted on Blackboard.

Plagiarism is a big word that simply means using someone else's work or writing without giving credit. If you copy a paragraph, sentence or even phrase from someone else's work, you must place quotes around what you have copied and cite the author. If you borrow an idea from someone else, but don't quote them exactly, you don't need to add the quotes, but you still must cite the author. When citing an author, use the APA style. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. All work will be submitted via Blackboard using a program that searches the Internet for plagiarism and reports on this to the instructor. If you copy 1 line from an Internet site, it will find it and report it as plagiarism if it is not cited correctly. This is your warning; if you borrow without giving credit you will get zero points for the assignment, fail the class, or be referred to the dean for academic dishonesty.

Sam Houston State University Policies

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [SHSU Attendance Policy](#).

You will be graded during each one of the course sessions. For these reason, it is imperative you keep up with Blackboard assignments and discussions.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

CLASSROOM RULES OF CONDUCT

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones, iPODS, and pagers must be turned off before class begins. Students who use their cell phone during class for ANY reason will be asked to leave that class and will receive an absence for that day. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy. Baseball caps/hoodies and sunglasses are not to be worn during class. The only exception is for religious beliefs and you must get approval. Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class, must apply to do so through the Registrar's Office.

Every effort will be made to ensure that Power Point lectures, files, notes, and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Blackboard course webpage. Email contact will be initiated with all students the first week of class. If you do not have access to your assigned SHSU email account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use SHSU email address for all official correspondence.

Blackboard Statement

This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and the instructor; participate in online activities; and display and submit your projects.

In order to access the course material you will need to go to <https://shsu.blackboard.com> or look for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at <http://distance.shsu.edu/tech-support/>. You will need to possess the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism

Plagiarism is the leading form of academic dishonesty that the Department of Health Services and Promotion has to address. As a HSP student, you are responsible for knowing what plagiarism is and how to avoid it.

Academic Grievance Procedures for Students

If you have a grade you want to appeal. You can find the Academic Policy 900823 Here. <http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Population Health Mission

The mission of the Department of Population Health is to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in

population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's

responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias

Associate Dean of Students --Lowman Student Center, Suite 215

936-294-3026 or jbias@shsu.edu

Syllabus HLTH 3992.01 Spring 2016