

COMHLTH 571: Communicating Health in Practice

Instructor: Jessica Willoughby

Office: 201 Murrow Hall

Office Hours: Tuesdays 12:00-1:00p.m. PST or by appointment

Phone: (509) 335-7926

Email: jessica.willoughby@wsu.edu

Course Information:

Overview: Individuals interact with health information daily; from news articles that talk about the benefits of drinking coffee to media programs that depict the dangers of clinical research to conversations with nurses and physicians about health concerns. With such exposure to health information, it is imperative to understand how we might best communicate information about health in a variety of settings. Communicating Health in Practice will focus on four areas, which include: (1) health promotion and the impact of media on health (2) interpersonal communication and provider-patient communication, (3) electronic health and technology for healthcare, and (4) campaign creation, implementation and evaluation. This class will provide students with an understanding of how to communicate in a variety of settings with diverse populations.

Credits: 3 credits

Prerequisites: Admitted to the online master's program in Health Communication and Promotion or approval from the instructor

Semester: Fall 2018

Course Delivery: Course is delivered online, asynchronously through WSU's Learning Management System (Blackboard Learn).

Textbook and Course Materials:

No specific textbook is requested for this course. Students are given support material attached to each lesson and discussion forum prompts. Resources are a mix of articles, blog posts or resource documents.

Course Topics

Health promotion and the impact of media on health

- Overview of health communication
- Health campaigns
- Impact of media on health

- Media literacy

Interpersonal communication and patient-provider communication

- Interpersonal communication
- Health literacy
- Patient-provider communication
- Informed decision making

Electronic health and technology for healthcare

- Telemedicine
- eHealth (electronic health)
- mHealth (mobile health)
- Online information seeking

Campaign creation, implementation, and evaluation

- Planning and strategy
- Formative research
- Campaign implementation
- Campaign evaluation

Course Learning Outcomes and Assessment

Students who complete COMHLTH 571 Communicating Health in Practice will learn about how we might best communicate information about health in a variety of contexts, including health promotion and the impact of media on health, interpersonal communication and patient-provider communication, electronic health and the use of technology for healthcare, and through campaign creation, implementation, and evaluation. This course is integral to the online master’s in health communication and promotion as it will provide an overview of communicating health information in a variety of settings, and will appeal to students earning the degree as well as those who are interested in learning more about how health information can be communicated in practical and applied situations.

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topics and dates will address this outcome:	Evaluation of Outcomes: This outcome will be evaluated primarily by:
Demonstrate knowledge of concepts relevant to communicating health information.	Unit 1 (Aug 20-Sep 16) <ul style="list-style-type: none"> • An overview of health communication • Health campaigns • Impact of media on health • Media literacy 	<ul style="list-style-type: none"> • Case study 1: Focusing on applying information relevant to health promotion and the impact of media on health • Discussion posts that synthesize information students have been learning, apply information to different settings or populations,

		describe relevant examples of course information, and/or engage with various resources and respond.
Assess the appropriateness of a variety of communication strategies for a given topic/issue/population.	Unit 2-3 (Sep 17 – Nov 11) <ul style="list-style-type: none"> • Interpersonal communication • Health literacy • Patient-provider communication • Informed decision making 	<ul style="list-style-type: none"> • Case study 2: Focusing on applying information relevant to interpersonal communication and patient-provider communication • Case study 3: Focusing on applying information relevant to electronic health and technology for healthcare. • Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond.
Understand elements of campaign creation important for influencing individual and population health.	Unit 4 (Nov 12 – Dec 16) <ul style="list-style-type: none"> • Telemedicine • eHealth • mHealth • Online information seeking • Planning and strategy • Formative research • Campaign implementation • Campaign evaluation 	<ul style="list-style-type: none"> • Case study 4: Focusing on applying information relevant to campaign creation, implementation, and evaluation • Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond.

Expectations for Student Effort

For each hour of lecture equivalent, students should expect to have a minimum of six hours of work outside of class. Therefore, students should expect to devote 6-10 hours/week on course readings, lecture reviews, discussion posts and assignments.

Weekly Course Outline

Course overview and Unit 1: Health promotion and the impact of media on health			
Week 1	Aug 20-26	Introduction and Lesson 1.1: An overview of health communication	<i>Reading:</i> What is health communication? In Renata Schiavo Health Communication from Theory to Practice, Second Edition.
Week 2	Aug 27-Sep 2	Lesson 1.2: Health campaigns	<i>Readings:</i>

			<p>Wakefield, Loken, & Hornik, (2010). Use of mass media campaigns to change health behavior. <i>The Lancet</i>, 376, 1261-1271</p> <p>Robinson et al. (2014). Mass media health communication campaigns combined with health-related product distribution: A community guide systematic review. <i>American Journal of Preventive Medicine</i>, 47, 360-370.</p> <p>Boles, M., Adams, A., Gredler, A. & Manhas, S. (2014). Ability of a mass media campaign to influence knowledge, attitudes, and behaviors about sugary drinks and obesity. <i>Preventive Medicine</i>, 67, S40-S45.</p>
Week 3	Sep 3-9	Lesson 1.3: Impact of media on health	<p><i>Readings:</i></p> <p>Walsh-Childers, K. (2016). The media environment, U.S. health, and the media-health effects matrix. In <i>Mass Media and Health</i>. New York: Routledge.</p> <p>Visit http://www.rand.org/topics/media-influences-on-health.html and read two of the articles that interest you</p>
Week 4	Sep 10--16	Lesson 1.4: Media literacy	<p><i>Video:</i> Creating critical thinkers through media literacy: Andrea Quijada https://www.youtube.com/watch?v=aHAAPvHZ6XE</p> <p><i>Readings:</i></p> <p>Austin, E.W., Pinkleton, B.E., Chen, Y.C., & Austin, B.W. (2015). Processing of sexual media messages improves due to media literacy effects on perceived message desirability. <i>Mass Communication & Society</i>, 4.</p> <p>McLean, S.A., Paxon, S.J., & Wertheim, E.H. (2016). The role of media literacy in body dissatisfaction and disordered eating: A systematic review. <i>Body Image</i>, 19, 9-23.</p>
Unit 2: Interpersonal communication and patient provider communication			
Week 5	Sep 17-23	Lesson 2.1: Interpersonal communication	<p><i>Readings:</i></p> <p>Knapp, M.L., Daly, J.A., Albada, K.F., & Miller, G.R. (2002). Background and current trends in the study of interpersonal communication. In <i>Handbook of Interpersonal Communication</i>.</p> <p>Ackerson, L.K. & Viswanath, K. (2009). The social context of interpersonal communication and health. <i>Journal of Health Communication</i>, 14, 5-17.</p>
Week 6	Sep 24-30	Lesson 2.2: Health literacy	<p><i>Video:</i> Are you confused about health information? You're not alone. Lisa Fitzpatrick. https://www.youtube.com/watch?v=-x6DLqtaK2g</p> <p><i>Readings:</i></p>

			<p>Couture, E.M., Chouinard, M.C., Fortin, M. & Hudon, C. (2017). The relationship between health literacy and quality of life among frequent users of health care service: A cross-sectional study. <i>Health and Quality of Life Outcomes</i>, 15, 137. DOI: 10.1186/s12955-017-0716-7</p> <p>Nutbeam, D. (2000). Health literacy as a public health goal: A challenge for contemporary health education and communication strategies into the 21st Century. <i>Health Promotion International</i>, 15, 259-267.</p>
Week 7	Oct 1-7	Lesson 2.3: Patient-provider communication	<p><i>Readings:</i></p> <p>Professional medical communications. In Renata Schiavo Health Communication from Theory to Practice, Second Edition.</p> <p>Kruse, C.S., Argueta, D.A., Lopez, L. & Nair, A. (2015). Patient and provider attitudes toward the use of patient portals for the management of chronic disease: A systematic review. <i>Journal of Medical Internet Research</i>, 17, e40.</p> <p>Janz, N.K. et al. (2017). The impact of doctor-patient communication on patients' perceptions of their risk of breast cancer recurrence. <i>Breast Cancer Research and Treatment</i>, 161, 525-535.</p>
Week 8	Oct 8-14	Lesson 2.4: Informed decision making	<p><i>Readings:</i></p> <p>Holmes-Rovner, Montgomery, Rovner et al. (2015). Assessment of the quality of physician communication about prostate cancer diagnosis and treatment. <i>Medical Decision Making</i>, 35, 999-1009.</p> <p>Lehmann, B.A., Melker, H.E., Timmermans, D.R.M., Mollema, L. (in press) Informed decision making in the context of childhood immunizations. <i>Patient Education & Counseling, OnlineFirst</i>.</p> <p>Brabers, A.E., Rademakers, J.D., Groenewegan, PP., Dijk, L. de Jong, J.D. (2017). What role does health literacy play in patients' involvement in medical decision making? <i>PLOS One</i>, https://doi.org/10.1371/journal.pone.0173316</p>
Unit 3: Electronic health and technology for healthcare			
Week 9	Oct 15-21	Lesson 3.1: Telemedicine	<p><i>Readings:</i></p> <p>Kahn, J. M. (2015). Virtual visits: Confronting the challenges of telemedicine. <i>The New England Journal of Medicine</i>. http://panah.vn/Images/files/PDF/Virtual-Visits-Confronting-the-Challenges-of-Telemedicine.pdf</p> <p>Kvedar, J., Coye, M.J., and Everett, W. (2014). Connected health: A review of technologies and strategies to improve patient care with telemedicine. <i>Health Affairs</i>, 33, 194-199.</p>

			Ming et al. (2016). Telemedicine technologies for diabetes in pregnancy: A systematic review and meta-analysis. <i>Journal of Medical Internet Research</i> , 18(11).
Week 10	Oct 22-28	Lesson 3.2: eHealth	<p><i>Readings:</i></p> <p>Noar, S.M. & Harrington, N. (2012). eHealth applications: An introduction and overview. In eHealth applications: Promising strategies for behavior change. New York: Routledge.</p> <p>Rabin, B.A. & Glasgow, R.E. (2012). Dissemination and implantation of eHealth interventions. In eHealth applications: Promising strategies for behavior change. New York: Routledge.</p> <p>Kontos, E., Blake, K.D., Chou, W.Y.S., Prestin, A. (2014). Predictors of eHealth usage: Insights on the digital divide from the Health Information National Trends Survey 2012. <i>Journal of Medical Internet Research</i>, 16, e172.</p>
Week 11	Oct 29-Nov 4	Lesson 3.3: mHealth	<p><i>Readings:</i></p> <p>Abroms, L.C., Padmanabhan, N., and Evans, W.D. (2012). Mobile phones for health communication to promote behavior change. In eHealth applications: Promising strategies for behavior change. New York: Routledge.</p> <p>Kumar, S. et al. (2013). Mobile health technology evaluation: The mHealth evidence workshop. <i>American Journal of Preventive Medicine</i>, 45, 228-236.</p> <p>Hamine, S., Gerth-Guyette, E., Faulx, D., Green, B.B., & Ginsburg, A.S. (2015). Impact of mHealth chronic disease management on treatment adherence and patient outcomes: A systematic review. <i>Journal of Medical Internet Research</i>, 17, e52.</p>
Week 12	Nov 5-11	Lesson 3.4 Online information seeking	<p><i>Readings:</i></p> <p>Fox, S. & Duggan, M. (2013). Health Online 2013. Pew Research Center. Available at http://www.pewinternet.org/2013/01/15/health-online-2013/</p> <p>Myrick, J.G. & Willoughby, J.F. (2017). Educated but anxious: How emotional states and education levels combine to influence online health information seeking. <i>Health Informatics Journal, OnlineFirst</i>.</p>
Unit 4: Campaign creation, implementation, and evaluation			
Week 13	Nov 12-18	Lesson 4.1: Planning and strategy	<p><i>Readings:</i></p> <p>Stage 1 at https://www.cancer.gov/publications/health-communication/pink-book.pdf</p>
Fall Break Nov 19-25			

Week 14	Nov 26-Dec 2	Lesson 4.2: Formative research Lesson 4.3: Campaign implementation	<i>Readings:</i> Stage 2 at https://www.cancer.gov/publications/health-communication/pink-book.pdf Stage 3 at https://www.cancer.gov/publications/health-communication/pink-book.pdf
Dead Week	Dec 3-9	Lesson 4.4: Campaign evaluation	<i>Readings:</i> Stage 4 at https://www.cancer.gov/publications/health-communication/pink-book.pdf
Finals Week	Dec 10-16	Course wrap-ups	n/a

Important Dates & Deadlines

Reference [WSU Academic Calendar](#) for a comprehensive list of dates.

Mon, Aug 20	First day of instruction
Mon, Sep 3	Labor Day – all university holiday
Mon, Nov 12	Veteran’s Day – all university holiday
Tues, Dec 18	Final grade submissions dues

Course Assignments

All due date times are by **9:00 PM Pacific Standard Time** on the date listed.

Assignment Title	Points	Due Date
Discussion Board Post 1	20	Aug 29
Discussion Board Post 2	20	Sep 5
Discussion Board Post 3	20	Sep 12
Discussion Board Post 4	20	Sep 19
Discussion Board Post 5	20	Sep 26
Discussion Board Post 6	20	Oct 3
Discussion Board Post 7	20	Oct 10
Discussion Board Post 8	20	Oct 17
Discussion Board Post 9	20	Oct 24
Discussion Board Post 10	20	Oct 31

Discussion Board Post 11	20	Nov 7
Discussion Board Post 12	20	Nov 14
Case Study 1	150	Sep 14
Case Study 2	150	Oct 12
Case Study 3	150	Nov 9
Case Study 4	150	Dec 7
Class Participation	160	Weekly
<i>Total points</i>	<i>1000 pts</i>	

Discussion board posts (20 points each; 12 posts)

For weeks that we do not have a case study assignment, students will be expected to respond to a discussion board prompt on the Blackboard discussion board. Prompts may ask you to synthesize information you have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond. While the content of these posts is of critical importance, as this is a master’s level class, you will also be graded on the presentation of the information. Posts should be coherent and well thought out, as well as edited for grammar and spelling prior to posting. This allows for others to read the comments and engage in discussion in a productive and beneficial manner. Citations should be used as appropriate to back up points made in the discussion board posts. Citations should be included at the end of the post using APA format. If you are not familiar with APA format, there are resources available online (e.g., <https://owl.english.purdue.edu/owl/resource/560/01/>). Your posts will be due by Wednesday of each week at 9 p.m. This will provide time for others in the course to read and respond to your posts during the week.

Case study 1 (150 points)

This case study will be completed during week four of the course and will focus on applying information relevant to health promotion and the impact of media on health. Case studies are due Friday of the week they are assigned by 9 p.m.

Case study 2 (150 points)

This case study will be completed during week eight of the course and will focus on applying information relevant to interpersonal communication and patient-provider communication. Case studies are due Friday of the week they are assigned by 9 p.m.

Case study 3 (150 points)

This case study will be completed during week twelve of the course and will focus on applying information relevant to electronic health and technology for healthcare. Case studies are due Friday of the week they are assigned by 9 p.m.

Case study 4 (150 points)

This case study will be completed during week 15 (Dead Week) of the course and will focus on applying information relevant to campaign creation, implementation, and evaluation. Case studies are due Friday of the week they are assigned by 9 p.m.

Class Participation (160 points)

The instructor will assign each student up to 160 points for active participation in class. Participation will be earned by engaging on the discussion boards and with materials. Students are expected to engage with the material and peers in the course weekly, reading and responding to other students' discussion posts. Students will receive a grade for 10 of the 12 weeks in which posts are due for participation. This means that you can miss posting for two weeks and still receive full class participation. For discussion weeks, students are expected to read each other's posts and comment on at least two posts made by classmates. Responses should be thought out and showcase that you have thought of examples, tied information back to relevant course material, or other information as appropriate. As with the discussion board posts, responses should be edited for grammar and spelling prior to posting so that information is able to be assessed and interpreted by participants. If citations are used, please use APA format to document.

Grading

Students will have a clear set of evaluation criteria for each specific assignment. Each rubric will involve content criteria (your product adhering to conventions discussed in class), organization criteria (your product organized in a way that reaches the intended audience), and grammar criteria (your product being free of grammatical errors).

Content	Points
Discussion board posts X 12 (20 each)	240 points
Case study 1	150 points
Case study 2	150 points
Case study 3	150 points
Case study 4	150 points
Class participation	160 points
Total	1000 points

Grade	Points	Grade	Points
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%

B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	0-59%
C+	77-79%		

If a grade falls into a non-specified range (e.g. 89.5% or 89.2%), the grade will be rounded to the closest whole number. Therefore, if a grade was 89.5%, the student would receive an A-; if the grade as 89.2% the student would receive a B+.

Critical Policies & Procedures

Academic Integrity Statement

Washington State University, a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. Students are expected to uphold these standards both on and off campus and acknowledge the university's authority to take disciplinary action. Cheating is defined in the Standards for Student Conduct WAC 504-26-010(3). It is strongly recommended that you read and understand these definitions: <http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010>.

University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. Violation of academic integrity on any assignment will involve (i) an academic penalty ranging from a minimum of both a zero on that assignment and the reduction of a full letter grade on your final grade to failure of the entire course, (ii) filing of case with the Office of Student Conduct, and per university regulations, (iii) inability to withdraw from the course.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Final Exam

There is no final exam in COMHLTH 571.

Instructor Interaction

As you are expected to participate in this course daily, I also will be active in the course space on a daily basis. I expect to respond to emails Monday through Thursday from 9:30 to 10:30 AM. You can expect responses to emails or other questions received outside of these times during my next "office hour."

Instructional Methods

Work completed in COMHLTH 571 is independent and non-collaborative. Students are expected to work independently on each task and assignment. The course is a combination of lecture review, readings, discussion forum contribution and graded assignments. Evaluation of your work will be completed by your instructor using established rubrics for each assignment.

Late Work Policy

Late work is **not accepted** in this class. Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances such as prolonged hospitalization, family death, or extended individual sickness previously discussed. This course requires students to maintain strong organizational skills. It is the student's responsibility to complete all assignments by the due date.

Online Collaboration

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts, you'll meet students with vastly different opinions and backgrounds. When you don't agree with their views, pause a moment. Weigh their words. You're encouraged to disagree with the substance of others' ideas and opinions but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.

Reasonable Accommodations

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Additional WSU Policies & Procedures

Academic Calendar

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: <http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX>. and select your home campus from the drop-down menu.

Academic Complaint Procedures (Academic Rule 104)

Instructional faculty, chairs, deans, and students should be thoroughly familiar with academic complaint procedures.

A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. If that fails, the student should send an email to the instructor using his or her official WSU email account no later than 20 business days following the end of the semester. This email should briefly outline the complaint and be copied to the chairperson of the academic department.

If the complaint is not resolved with the instructor within 20 business days of sending the email, then the student may work directly with the chairperson of the academic department in which the course is offered. The chair's decision shall be rendered within 20 additional business days.

After the chair's decision, the student or the instructor may appeal to the academic college Dean's Office. Complaints must be presented in writing to the college dean within 20 business days of the chair's decision. The written statement should describe the complaint, indicate how it affects the individual or unit, and include the remedy sought from the college dean. The decision of the college dean is the final step and shall be made within 20 business days.

At the campuses other than Pullman, the procedure is identical except that the program leader shall substitute for the department chair, and the campus chancellor or his or her designee shall substitute for the college dean if the department chair and/or the college dean is not located on that campus.

The University Ombudsman is available at any stage for advice or assistance in resolving academic complaints.

Note: Though chairs and deans (and academic area coordinators and campus chancellors) may resolve complaints about instruction and grading, they may not change a final grade without the consent of the instructor, except as provided by Rule 105.

Academic Freedom

WSU supports the faculty's academic freedom, right to freedom of expression, and responsibility to fulfill course objectives that are approved by the Faculty Senate. This is fundamental to who we are as an institution. Along with these rights comes the responsibility to protect the freedom of expression of all members of our community, including students.

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors...They protect students' academic freedom." (Source: Faculty Responsibilities section of the WSU Faculty Manual)

“Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. ...It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest... The above rights exist in equal measure for each member of the University community.” (Source: Section IIB of the Faculty Manual - page 14)

At WSU, the faculty has a strong interest in promoting respectful dialogue in the classroom setting. Speech and conduct that disrupts the educational process and creates a hostile environment, as that term is defined in WSU’s non-discrimination policy (Executive Policy 15), is not protected. If concerns arise, faculty will consult the WSU’s Office for Equal Opportunity at 509-335-8288 or oeo@wsu.edu. We aim to protect the freedoms and rights of every member of the WSU community and to promote learning about diverse perspectives while ensuring that students experience a safe, constructive learning environment.

Academic Regulations

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. Students may only repeat a course graded C- or below one time at WSU during fall or spring semesters. Additional repeats are allowed from another institution or at WSU during summer terms or by special permission of the academic unit offering the course. Learn more at <http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/73>.

Appeals: Student Appeals Process

“The [Appeals Board](#) is composed of employees who review a decision made by the University Conduct Board, or a conduct officer, that a student violated the University's Standards of Conduct for Students. When a student disagrees with a decision of the Conduct Board or a conduct officer, he/she may appeal the decision to the University Appeals Board.” – WSU Office of Student Conduct University Appeals Board

Campus and Classroom Safety Statement

Classroom and campus safety is of paramount importance at Washington State University and is the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act” protocol for all types of emergencies and the “Run, Hide, Fight” response to an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.

Copyright

This syllabus and all course-related materials, presentations, lectures, *etc.* are the intellectual property of the instructors who designed and contributed to the course (or the intellectual property of their

references) and may be protected by copyright. Selling class notes through commercial note-taking services, without written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Critical Thinking

The ability to think and write critically is an essential skill in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and instructors. Throughout this course, you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations. The course developer or your instructor may have provided a critical thinking rubric in this course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

Discriminatory Conduct Statement and Employee Reporting Requirements

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See [WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct](#) (Executive Policy 15) and [WSU Standards of Conduct for Students](#)).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the [WSU Title IX Coordinator](#) at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Email Policy

All official WSU email communication **must be sent to students' WSU email address**. Absolutely NO communication will be sent to external addresses (e.g., Yahoo, Gmail, and so forth). We will use either the email within Blackboard or "email.wsu.edu" system.

e-Tutoring

As a WSU student, you have FREE unlimited access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available resource that you may utilize as needed. With three ways to access a tutor, you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subject, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.
- chat rooms allow students to meet with tutors in one-on-one sessions via a fully interactive, virtual online environment.
- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our eQuestions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the <http://etutoring.org/login.cfm?institutionid=176> site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development and Writing!

FERPA

WSU students have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of their academic records. For a complete explanation of these rights, visit the URL associated with each home campus in the Academic Regulations section or <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

GPA, Academic Deficiency & Disenrollment

GPA: The Graduate School requires that all graduate students maintain a cumulative 3.0 GPA throughout their graduate program. Students who are not able to maintain a 3.0 will be disenrolled from the program.

Academic Deficiency: A student who does not maintain a cumulative 3.0 GPA will be considered academically deficient. A notice of deficiency will be sent to the student from the Graduate School. The student will have the option to request reinstatement, per the Graduate School's instructions. The department will consider reinstatement requests but are not required to request readmission for any students below a 3.0.

Disenrollment: Students who do not maintain a 3.0 GPA and who are academically deficient are subject to disenrollment. If a student submits a request for reinstatement it will be reviewed by the committee. If a reinstatement request is not received by the department the student's program will be terminated. Following termination, if a student wishes to return to the program they will have to go through the application process again.

Grade Change Policy

An instructor may not change a grade after it has been filed with the Registrar, except in the case of clerical error, which the instructor may correct by so certifying to the Registrar. Such change must be approved (signature required) by the chairperson of the department in which the course was offered. Grade corrections must be processed within one year of the end of the term for which the original grade was given. In extenuating circumstances, exceptions to the one-year limit for correction of grade errors may be considered by petition to the Registrar's Office.

Incomplete Policy (Academic Rule 90h)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address) and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, **there are two main conditions:**
 1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the coursework.
 2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

Intellectual Property

Syllabi and all course-related materials, presentations, lectures, etc. are the intellectual property of individual faculty (or the intellectual property of their references) and may be protected by copyright. Selling class notes through commercial note-taking services, without instructor written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Library Support

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full-text journal articles.

- [General Library Links by campus](#) (Review the Libraries' Online Information for more guidance.)

- [Online Library Tour for Pullman Campus Undergraduates](#)
- [Online Library Tour for WSU Online Campus Students](#)

Netiquette

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to “read” emotion in online discussions – be clear, use emoticons or concisely express your feelings
- Use of capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback (good idea, thanks), be polite, and avoid hostile or curt comments, stereotypes, and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.
- Maintain a sense of dignity and decorum (class is not the same place as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority, and reason.

For more on the Core Rules of Netiquette visit <http://coursedesign.colostate.edu/obj/corerulesnet.html>

Policy Prohibiting Discrimination and Sexual Harassment (Faculty Manual, p. 31).

This policy expresses WSU’s commitment to maintaining an environment free from discrimination, including sexual harassment. This policy applies to all students, faculty, staff, or others having an association with the University.

Student Privacy

As a University student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit the URL associated with your home campus in the Academic Regulations section or <http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX>.

Technical Support

If you need technical assistance, please expand the Content folder in the Map menu on the left by clicking the plus sign (+), then select Technical Support.

WSU Online Student Support

The WSU Online Web site (<http://online.wsu.edu>) has all the non-content and administrative related information you need to be a successful online learner. Log in using your WSU Network ID and password to access your personalized information.

- Student Services information is available to provide assistance with any non-advising administrative questions
- Study tips and resources give you a good head start in assuring success with your course are located on the Web site.